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ABSTRACT

This document presents college practitioners with a practical guide for establishing, maintaining, expanding, or revitalizing a contemporary career planning and placement center. The introduction to this guide contains a brief history of career planning and placement. Chapter 1, Career Planning and Placement in the Academic Setting, addresses the issues of constituency representation, position in the academic structure, public relations on campus, placement and the development fund, quantitative program evaluation, and centralized versus decentralized placement. Chapter 2, Career Planning and Placement Functions, discusses placement and counseling, career planning, self-help, employment search, on-campus interviews, credential referral service, workshops, prescreening, confidentiality of student records, and faculty liaison. Chapter 3 includes sections on placement in the disciplines of agriculture, arts and letters, business, communication, education, engineering, human ecology, and science. Chapter 4 discusses special programs in international placement, career days, academic career planning courses, equal employment opportunity programs, women's programs, affirmative action programs for the handicapped, and placement in the military. Other chapters focus on: (1) college placement at smaller institutions; (2) alumni placement; (3) computerized placement; (4) budget; (5) research; (6) student employment; (7) volunteer programs; (8) cooperative education programs; (9) ethics of placement; (10) career information center; (11) professional development; (12) professional standards; (13) demonstrations; and (14) placement office publications. The guide concludes with a summary, an eight-page reference list, and an extensive appendix of resource materials and sample forms. (NB)

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DYNAMICS OF PLACEMENT

...How to develop a successful career planning & placement program

by John D. Shingleton and Edwin B. Fitzpatrick

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Foreword

The College Placement Council, as the national professional association, has a commitment to serve the career planning and placement field in three broad areas:

1. Education - through training programs;

2. Support services - through publications and statistical reports;

3. Resource to practitioners - as a repository of information.

This new book, in a sense, helps fulfill this commitment in all three areas. Utilizing the publications medium, it contributes to the education and training of practitioners and, through the extensive bibliography and appendix, it is an outstanding collection of resource material as well as sample forms which can be adopted or adapted for use in your program.

The Dynamics of Placement: How to Develop a Successful Career Planning and Placement Program is the fourth text produced by CPC for college practitioners. All have had special orientations and purposes. The purpose of the Dynamics of Placement is to bring practitioners a practical guide for establishing, maintaining, expanding, or revitalizing a contemporary career planning and placement center. The emphasis--in content and presentation--is applied as opposed to theoretical.

The book is designed for use in offices ranging from a one-person operation to one with a sizable, multifaceted staff. For the small college, the book can serve as a benchmark for setting goals. For the larger institution, it offers ideas for alternative programming or for reinforcing and polishing programs in place.

Although targeted toward college practitioners, the Dynamics of Placement can be a valuable resource for employers as well, especially for new or part-time recruiters who need an introduction to how a career planning and placement center operates. With this understanding, they should become more effective and productive recruiters, benefitting not only their own organizations but also the college personnel and students with whom they interact. Another audience that would benefit are those enrolled in student personnel graduate programs. The book may be used as a text or reference for these students.

A number of other CPC materials complement this new text for the training of both college and employer personnel. Among them are workshops and training modules, and other publications such as Career Values of the New Lifestyle Professionals; Computer Fundamentals: A Primer for Career Development Professionals; Career Services Today: A Dynamic College Profession; and College Relations and Recruiting: A Guide for Developing an Effective Program.

Producing a book like the Dynamics of Placement takes dedication, diligence, and time--lots of time. The College Placement Council is indebted to the co-authors, John D. (Jack) Shingleton and Edwin B. Fitzpatrick, and to others on the Michigan State University and CPC staffs who contributed liberally of their time and expertise to make the book possible.

I think you will applaud their efforts.

Jesse M. Smith, Jr.
Executive Director
The College Placement Council

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Introduction

As with any major organization, the key to a successful career planning and placement operation lies with its staff and the leadership given by those responsible for the program. Strong support from top management, the board of trustees, and the college or university president is absolutely necessary. The administration must recognize and believe that career planning and placement render important services to students, faculty, and employers alike. Only with such recognition and support is a career planning and placement office able to operate as efficiently and effectively as possible.

In outlining a comprehensive career planning and placement program, it must be understood that the above conditions must exist before expectations can be very high. If any are lacking, the total program is in jeopardy.

Therefore, the effective career planning and placement director and staff must constantly communicate the advantages of the program to both faculty and administration in a way commensurate with the importance of those services. History indicates that too often career planning and placement personnel find themselves on the lower end of the administrative totem pole. The net result is an impoverished program. However, a sound career planning and placement program can contribute as much as any other single department in the university's organization. In establishing a sound career planning and placement program, it is important that these points be understood and made known. Moreover, where placement programs have failed, some or all of the following reasons are most likely the cause:

1. Lack of leadership;

2. Lack of administrative support;

3. Failure on the part of career planning and placement staff to recognize the contribution that an effective placement program makes to a college or university;

4. Inadequate communication to students, faculty, and the employing public.

Perhaps one of the most important points in carrying out a sound career planning and placement program is proper location in the hierarchy of the university organizational system. The positioning of career

planning and placement in the organizational structure is very important to a successful program.

Reputation plays a significant part in carrying out any departmental operation. Reputation is earned and not given. The wise career planning and placement director recognizes this and operates accordingly.

Some of the various programs covered in this book may be more than individual placement directors may choose to include in their services. The authors have tried to be as all-inclusive as possible, with the thought that each career planning and placement office can pick and choose those programs that best suit the institution's needs. Also, the suggested programs are not "hard and fast." The suggestions represent a focus from which the individual career planning and placement staff member can custom-tailor a program to meet the institution's needs.

ACKNOWLEDGMENTS

The authors are indebted to many people whose comments and experiences have been incorporated into this book. Specific recognition is given to these individuals and organizations for providing sections of the text and samples found in the Appendix:

Michigan State University Placement Services -- Patrick Scheetz, Ph.D. for the sections on Education Placement (p. 61) and Computerized Placement (p. 95); Tony Rogalski for the sections on Engineering Placement (p. 68) and Science Placement (p. 73); Jim Bowling, Ph.D. for the sections on Placement in the Military (p. 84) and Student Employment (p. 113); Rebecca Jost for the sections on Communication or Mass Media Placement (p. 58), Human Ecology Placement (p. 71), Women's Programs (p. 83), and Career Information Center (p. 125); Vernicka Biles for the sections on EEO Programs (p. 82) and Affirmative Action Programs for the Handicapped (p. 84); Carolyn Diamond for the section on Student Employment (with Dr. Jim Bowling, p. 193); Karen Nelson for the section on Arts and Letters and Social Science Placement (p. 51); Bob Watts for the section on Education Placement (with Dr. Patrick Scheetz, p. 61).

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THE AUTHORS

This book was written primarily by two authors and is based upon their own personal experiences as well as those of others with whom they have been associated in their many years of placement work. The two authors have spent more than 50 years in placement.

In writing the book, the authors used the style they have followed all of their lives--candor, forthrightness, and conciseness on all issues--in order to present as complete a picture as possible of a successful career planning and placement program.

Various professionals prepared specialized information on selected topics, and their contributions are so noted.

John D. Shingleton is currently Director of Placement at Michigan State University. He has worked for Ford Motor Company, the Detroit Edison Company, and served three and one-half years in the Army Air Corps as a pilot. A graduate of Michigan State with a bachelor's degree in science and arts, he joined MSU as Assistant Director of Personnel. Subsequent assignments have included Assistant Director of Placement; Administrative Officer for the College of Engineering MSU-India Project in Madras and Poona, India; Assistant to the Secretary, MSU Board of Trustees; Acting Director of Intercollegiate Athletics; Assistant to President Emeritus John A. Hannah; and Executive Director of Alumni Programs.

Mr. Shingleton is a member of numerous associations, including the Midwest College Placement Association and the College Placement Council. He has served both organizations in a number of capacities. He is an author and lecturer, and has written articles for the College Placement Annual and the Journal of College Placement. Other articles have appeared in the Michigan State Economic Record and other professional magazines and journals. He has participated in numerous television documentaries, including CBS's "Higher Education Who Needs It," "The Recruiter," and an ITV documentary on "Interviewing" with Mike Wallace and George Gallup. He has recently appeared on the NBC Today Show and the CBS Morning News.

He is co-author of the books Which Niche?; The Trout, The Whole Trout and Nothing But the Trout, Winchester Press, 1974; How to Increase Your Net Value, Winchester Press, 1975; College to Career: Finding Yourself in the Job Market, McGraw-Hill, 1977; Consultant on Business Today 2 and Business Today 3, Random House, 1979.

Edwin B. Fitzpatrick, also an alumnus, is Assistant Director of Placement Services at Michigan State University. Following U.S. Army duty, he became a college relations representative for Martin-Marietta and later served as college relations supervisor for AVCO/Electronics.

Upon returning to MSU, Mr. Fitzpatrick initially handled the Student Employment Office. Subsequent responsibilities have included working with all graduating students in the various disciplines. Currently, he covers the Colleges of Agriculture and Natural Resources and Business as well as the alumni placement function for business, industry, and government.

Mr. Fitzpatrick has made numerous presentations and conducted workshops for student and alumni groups and has worked with panels and as a consultant for a number of employers. He has written recruiting and college relations handbooks for some of those employers.

In addition he has served on a number of committees and task forces for MSU and the State of Michigan. He has held elective office and committee and conference chairs in the Midwest College Placement Association. While in the recruiting field, he belonged to MCPA and the Southern College Placement Association.

HISTORY OF CAREER PLANNING AND PLACEMENT

In February 1924, the first placement organization in the United States was established in Chicago. Its original name was the National Association of Appointments Secretaries, a takeoff from the British term "appointments secretary," the counterpart of what we call "placement director" in this country. In 1928 the name was changed to the National Association of Placement and Personnel Officers, and during the 1930s it was changed again to the American College Personnel Association (ACPA). The original group of 12 educators was primarily interested in teacher placement.

Throughout the following years, the emphasis on placement decreased as the activities of ACPA broadened. In an effort to develop a more placement-oriented organization, five educators met in October 1926 at Massachusetts Institute of Technology to organize the Eastern College Personnel Officers (ECPO). The stated objective was to promote professional improvement for the members through an interchange of information on common placement problems. They planned to accomplish this through conventions, general meetings, and presentations of speakers who had undertaken specific studies in the field. Thus, the foundation was laid for the current regional placement associations and the College Placement Council.

During the Depression there was a growing demand (from students and faculties) for vocational guidance. Also, interests of the original ECPO Group were expanded to admit employer recruiters. Elsewhere in the country in the 1930s and throughout most of the 1940s, there was no common ground for employers and placement people who wanted to meet and discuss their mutual problems. During this time, small groups with common interests were formed. One was the College and Industry Personnel Association. These informal groups of placement people and recruiters discussed pertinent topics such as starting salaries of college graduates.

Following World War II, frantic recruiting activity gave tremendous momentum to organized recruitment and placement groups. In December 1947, the Rocky Mountain College Placement Association was formed by 10 educators.

Later, in 1948, three major events had an impact on the college placement field. One was a conference sponsored by the General Electric Corporation. GE invited recruiters from major firms and selected placement officials of various universities to meet at Schenectady, New York, for the discussion of mutual issues pertaining to placement. From those conversations, the original code of ethics was developed. There was also a strong push to encourage the formation of other regional placement associations which could provide common meeting grounds for recruiters and placement directors.

The second major event in 1948 was the formation of the Southern College Placement Association. It was spearheaded by three educators. The third was the formation of the Middle Atlantic Placement Association, organized by nine educators.

In 1949 the Midwest College Placement Association, which later became the largest of all the regional associations, was founded with members from education and industry. That same year, the Southwest Placement Association was established, and in 1951 the Western College Placement Association was organized by seven educators and two industrial members. In 1952 the University Counseling and Placement Association was formed in Canada by seven educators.

In the organizational development of the placement associations, it was commonly agreed that each group would remain autonomous and that any proposed national meetings of the total membership would be specifically proscribed. However, as these eight regional placement associations grew in size and complexity, their activities, conference dates, and projects often overlapped and duplicated each other's efforts. Furthermore, certain activities could not be properly handled by regional placement associations and the need for national cohesion became evident.

In 1940, Dr. Clarence E. Clewell, then Director of Placement at the University of Pennsylvania, helped establish the Pennsylvania Association of School and College Placement. He was also editor of the first edition of School and College Placement, the first formal attempt to establish a national communications vehicle among all interested recruiters and placement officials.

In 1941, Gordon A. Hardwick, a Philadelphia insurance executive, was named president of the association, and for a decade, he held the association together with his interest, financial support, and office space. When he retired from active management in 1950, the demise of the magazine, which many placement personnel found very valuable, seemed imminent.

Some thought the magazine was too important to be allowed to be terminated. It was decided that the magazine would be continued under the leadership of Fanny Y. Mitchell, Placement Director at Duke University, and E. Craig Sweeten, Director of Placement at the University of Pennsylvania. Ms. Mitchell was named President of the Association of School and College Placement. During her term of office, the title of the association's publication was changed from School and College Placement to the Journal of College Placement.

The October 1955 issue of the Journal included a report on a meeting of regional association presidents which had been held in Philadelphia in June. This article summarized the discussions, which

centered upon the advisability of forming a national advisory council to pursue several objectives, one of which was to disseminate information through the Journal of College Placement. That fall, this proposal was brought to the attention of the regional placement associations for action so that a formal structure could be organized to provide the needed coordination of activity in the field.

In 1956, Robert F. Herrick was hired as editor of the Journal. During that year, the regional placement associations became convinced that the safeguards in the constitution of the proposed council could permit them to endorse and support a national or international coordinating agency. This organization was named the College Placement Council with Everett A. Teal, then Placement Director at Lehigh University, as President and Mr. Herrick as Executive Director. The CPC office was moved from Philadelphia to Bethlehem, Pennsylvania.

One of the offshoots of the College Placement Council is College Placement Services, a nonprofit organization which was formed in 1964 as an outgrowth of CPC activities and an original grant from the Ford Motor Company. In October 1984, CPC changed its name to the Council for the Career Development of Minorities (CCDM) to better reflect its mission and, in January 1985, it relocated from Bethlehem to Dallas, Texas, to be more central to its constituents. Supported by public and foundation contributions, CCDM assists colleges and universities in developing career counseling and placement programs for minority students.

In more recent years the College Placement Council has espoused career planning in addition to the placement services traditionally offered by college placement offices. Today CPC provides a wealth of information on the whole subject of career planning and placement. In 1977 Mr. Herrick retired as Executive Director of the College Placement Council and was succeeded by Jesse M. Smith. Under Mr. Smith's leadership, the organization has continued to grow and expand its activities, and it is now one of the foremost associations of its kind in the United States.

Most of the above information was provided by John E. Steele, a prominent leader in placement through these formative years.

Chapter 1

Career Planning and Placement in the Academic Setting

BRIDGING THE GAP

One of the most important things a placement officer must understand is that the career planning and placement office is the bridge between the world of education and the world of work, and that the services rendered must speak to that point. The pragmatic world relates to placement--not to "talk" that is an end unto itself.

To bridge this gap, many career planning-placement officers find themselves responding to statements made by faculty and business people in order to keep a perspective on the whole issue of employment of college graduates. Students are one of our major constituencies. They must be represented well, both to the business world and to the faculty, and they must be given the information they need to help them make it in the world of employment.

This is no easy task, and it means speaking out on issues that are frequently controversial. Career planning and placement officers who will not speak to those issues are not worthy of their titles. As professionals, we must create a public consciousness of the whole world of employment for the college graduate, keep it before the public, not let the faculty ever lose sight of it, and not let the business community exploit it. The career planning and placement officer treads a fine line, but that's one of the roles a good professional plays.

CONSTITUENCY REPRESENTATION

All too often the true constituents of career planning-placement are forgotten. The constituents include students, faculty, employers, and the public. All must be recognized, and programs must be designed to meet their needs. In preparing research data and communicating through the media, it is particularly important that avenues be developed so that these constituencies are properly represented. This means providing information on the economics of the job market, the employment picture in general, employment information on the various disciplines, and any other information that is helpful to the constituents.

Sometimes career planning-placement officers tend to feel that students are their only constituents. Experience indicates that the best results for all are obtained if all of the constituents are served and the dependence of one upon the other is recognized.

In understanding this representation, it then follows that the career planning-placement office gains support from these various constituencies and that this support is absolutely necessary for a successful program. The experienced career planning-placement officer recognizes this and serves all of the constituencies well.

Perhaps the one constituency that is left out by many is the faculty. It may seem presumptuous, but many of the faculty need to be educated on the college graduate's employment market. The wise career planning-placement officer spends a great deal of time acquainting the faculty with career planning-placement activities, for faculty can be very helpful in disseminating information and supporting programs. It is very important that the placement annual report, for example, be sent to the faculty so that they understand what happens to their graduates, the effort being made on behalf of their graduates, and, in no small measure, to tell them the results of their efforts as teachers.

It is equally important that the career planning-placement office maintains a presence with all of its other constituencies. The students should be aware of the services offered by placement, and where those services can be obtained. The career planning-placement office must also maintain a presence with all employers; it is this presence that keeps the employers interested in your students. If the results are positive, the employer continues to visit the campus to interview graduates. Develop correspondence, a newsletter, or some communication to give your office and your students visibility. This presence is not easily measurable, but it is necessary and can enhance the results desired.

Finally, it is important that the career planning-placement officer maintain a presence with both the local and the national public. This serves the well-being of the university as a whole and the career planning-placement office in particular. Effective vehicles are annual reports on employment, salary surveys, interviews on TV and radio and through the press, and talks to local groups. Here again, public support is helpful in carrying out a solid program. Keeping your office visible serves as a subliminal reminder that the place to go is the career planning-placement office.

POSITION IN THE ACADEMIC STRUCTURE

Through the years, the career planning-placement function has had a difficult time finding its place in the world of academia. As addressed in the history of education, it is a fairly recent development, but one that is rapidly finding its niche in the structure of higher education. More and more academicians are recognizing that it is self-defeating to turn out an "educated" person and then drop that person on the university's exit ramp. What's more, students and parents of

students now demand that the educational process relate not only to the social, political, cultural, intellectual, and scientific pursuits, but also to the economic. It follows then, that the need for more sophisticated career planning and placement services increases with each passing year.

In the opinion of the authors, a successful placement operation requires a management style closer to that of a business than to an academic department. This frequently causes difficulties in an academic environment in terms of philosophy, budget, management style, and many other aspects of assisting college graduates find employment. Resources for higher education are difficult to come by, and academics have traditionally felt that resources placed in such services as career planning and placement are unnecessary. On the other hand, academicians are beginning to realize that unemployed graduates impact on class enrollments. For this reason, and others, academics are willing to concede that more dollars should be made available to the career planning-placement function.

Unfortunately, many career planning-placement people have not taken their stories directly to the academic departments. We must constantly present our case to high administrative levels to develop needed programs. This is difficult to accomplish when the placement office is very low in the organizational structure. It, therefore, behooves the career planning-placement director to wage a constant educational campaign with the various publics involved, i.e., the students, the faculty, and the employers. In this way, we can get the recognition, funding, and prestige needed to function properly in relation to other departments.

Too many career planning-placement officers expect funding, prestige, and recognition to be handed to their office. Rarely is that the case. Career planning-placement officers must compete--usually struggle--to demonstrate the contributions their programs can make. Obviously, it will be self-evident if contributions are not being made, and the support will be commensurate with the results. Therefore, it is necessary for the career planning-placement staff to come up with demonstrated results that merit support by the academy.

This takes results-oriented management skills, competence, public relations, respect for the academy, and a set of measuring sticks that will clearly demonstrate to all those in the university administration the value of a solid career planning and placement program.

The career planning-placement director should have contacts with the president, vice presidents, provost, deans, department heads, and students. If we tend to be complacent and not willing to compete for resources, chances are a weak program will be the result. Ideally, the

career planning-placement director should report to one of the vice presidents.

Frequently, career planning-placement offices report to the vice president of student affairs or a similar officer. Many successful programs have the career planning-placement director reporting directly to the vice president of public service or the vice president of academic affairs. All are satisfactory, depending upon the basic attitude and philosophy of the overseeing vice president and the university administration toward career planning and placement.

While career planning and placement offices often deal with counseling, it is not generally recommended that they be a part of the general or psychological counseling services, development programs, alumni programs, public relations, admissions, financial aid, or personnel functions. True, all of these, at one time or another, deal with career planning-placement services, but when career planning-placement becomes subservient to these functions, it loses much of its potential. Many of the goals and objectives of these programs, while absolutely necessary in the total administration of the university, can result in the career planning-placement program suffering when it is only a part of these departments.

PUBLIC RELATIONS ON THE CAMPUS

One of the biggest pitfalls for career planning-placement through the years is that it frequently has low status on the university's organizational chart. Richard J. Thain, of the University of Chicago, expressed one opinion when he said:

> "Placement Directors worth their salt cannot be pale specialists of campus-bound moths, like many of the student affairs officers in our schools. Such moths look to the school, flutter only around the fitful school flame, and can be occupationally and personally introverted creatures. Sure, placement officers are engaged in student affairs work, but their very dedication to the students should force them to spend much of their time like industrious honey bees buzzing off the campus to find jobs for their students."

> "That external thrust differentiates placement officials from most other species of college administrators. They should be a marketing type--one of the principal sales/marketing/public relations officials of the school. We are not just talking about business or engineering schools. Arts and letters and science schools have even more of a need for such a sales approach."

As in any marketing program, it is very important that the career planning-placement director know the institution's product (students) and the market (recruiters). Skilled career planning-placement directors do their homework and their research so that they can match the two for maximum benefit to both parties. At the same time, when making sure that those two publics know one another, the career planning-placement director will find an excellent catalyst in the faculty to help market the product.

It would be a big mistake not to recognize that selling is a primary job function--selling to employers, selling to students, selling to the administration and faculty, selling to the community. Career planning-placement directors are constantly selling their programs and services. This is how the best results are obtained. A constant public relations program must be conducted--through the media, through various publics, and through the people met on a day-to-day basis. It is not an easy task, but we must constantly work at it. If we do it well, our program's potential will be enhanced tremendously.

Since all colleges and universities differ in many ways, each career planning-placement director must analyze the quality of the institution's students, the kind of market the students enter, and then go after that market. Being objective and honest in this analysis will go a long way toward producing the desired results. Some schools with mediocre curricula set their sights on unrealistic targets. The results are nearly disastrous. A lot of wheel spinning takes place, simply because the proper market is not targeted. It is vital that this be worked out carefully.

To reach the most productive employment market, study the competition. Analyze what they are doing and how they are doing it--constantly trying to pick out the best ideas and seeing which, if any, should be incorporated into your program. It is a rare career planning-placement director who will not permit other professionals to visit and talk about operations and functions. This might very well be the best method of finding out how to go about setting up a particular program. Make sure, however, that you select a school that has similar problems and needs so that common issues can be discussed.

Next, take time to sell your program to blue-chip employers. Make sure they feel welcome and that they want to return to your campus. Once an employer comes to campus and hires students, encourage that employer to increase schedules and hire your students. The toughest part is to get employers to campus. Once there, if they are made welcome and provided good service, schedules and opportunities for students will develop.

Public relations is an area that many career planning-placement officers defer to others--the College Placement Council, faculty, or

whomever--to handle. However, the effective career planning-placement director recognizes that it is an important part of the job description.

Effective public relations programs are not limited simply to media coverage. They include talks to faculty groups, governing boards, commissions on higher education, employers, student groups, public service groups, and professional societies--providing an accurate picture of the job market and what students can realistically expect.

The objective is to create an awareness of the whole issue of the college student and employment. Then, when support is needed to carry out your program, a large segment of your case will have already been made--before the hard questions are asked. This is the art of a solid public relations program.

Constantly sell your program. On campus, communicate with students through personal participation in student programs, sessions with individual students, and sponsorship of career events. Start at the freshman level by creating an awareness of your programs. Then follow through to graduation. This on-campus presence with students is absolutely essential.

In addition to contacting students, constantly communicate with the faculty. Provide information compiled on student employment and the market for college graduates; bridge the gap between education and the employment world. In short, "educate" the faculty. Many of the faculty need and want information on student employment.

In addition, keep the university administration informed of career planning-placement activities. Distribute annual reports and research data through channels to the proper administrative officers, including the president and various vice presidents, provost, deans, and department heads. This is an on-going communication effort that should not be neglected. Most university administrators are unaware of the full contribution that can be made by a sound career planning-placement operation, and these are the people that must be constantly sold on your program.

Nationally, in comparison with other campus activities, we have done a poor job of selling the importance of career planning-placement. This is one of the reasons why career planning-placement lacks support in some academic circles. Governing boards and state legislators (for those institutions receiving funds from the state) must be kept aware of pertinent information on the employment of college graduates.

Public Relations in the Community

It is almost essential that the career planning-placement officer participate in local community activities. Speak to the local Rotary, Kiwanis, and Lions Clubs; assist local high schools in their career planning programs, other functions, and commencement programs; appear on local radio and TV shows. All of these activities can do an immense amount of good in selling career planning and placement.

Public Relations on the National Level

Public relations at the national level is also important. Perhaps the best method of carrying out this mission is to develop first-rate research on the employment of college graduates and disseminate this through the appropriate academic and business publications such as the Chronicle of Higher Education and Wall Street Journal, wire services, national television shows and radio shows, and other sources seeking information on the employment of college graduates.

Student Relations

Although student relations programs vary greatly on different campuses, a good program requires an effective working relationship with the student newspaper, regardless of the issues. Student support of any program on campus is important. If the students support a program, it is surprising how administrators and faculty usually support the same activity. The student newspaper can help greatly in carrying out a sound program. The opposite also holds true. If the career planning-placement office is just going through a series of routine exercises, the students will naturally fail to support the program. This can have serious consequences.

When students recognize that the career planning-placement office is working for their interests and is neither a delivery system for employers nor an administrative office concerned with report production and faculty meetings, support is forthcoming.

Student response is not automatic, however. Each graduation takes away numbers of students who have recognized the value of career planning-placement. The new classes must be worked with each year to retain student usage and support. Career planning-placement programs must serve students and help them progress to the point where they are able to represent themselves effectively.

You cannot be an isolated administrator out of touch with the students. Campus visibility, and not just at a podium, is important. The director and all of the professional staff need to talk with individual

students and student groups. Students need to be aware that, not only are there staff people who are qualified and interested in helping them, those people are accessible. Accessibility and interest are paramount in student relations.

Equally significant is speaking out on behalf of student interests. The administrator who represents student interests and speaks and acts with students in mind--and is available--does a great deal in establishing a working relationship with students.

Faculty Relations

Having a strong program for the faculty is also important. Communication should be systematic and organized. Definite channels should be established so that information compiled by the career planning-placement office is readily available to interested faculty. It is a good idea to have a faculty liaison appointed in every department to work with the career planning-placement staff. Such things as a coffee hour or luncheons where faculty can meet with recruiters are helpful.

Too often career planning-placement offices fail to let the faculty know what they are doing. As a result, the career planning-placement office is ignored by the faculty, and vice versa. Arrange to have articles periodically published in faculty newsletters, college newsletters, and similar publications. In addition to maintaining a "presence," this helps the faculty understand what is going on in the employment of their graduates.

Individual career planning-placement staff members have the opportunity of developing and maintaining close contacts with faculty in the departments they represent. Knowing students and their concerns, and employer representatives and their needs, enables staff to serve ideally with academic departments.

Faculty are appreciative of time spent with their students, recognizing that the career planning-placement office is competently handling a role beyond the faculty expertise, freeing them for their academic responsibilities. The same is true with deans and department chairs.

Many faculty are aware of the career planning-placement office but not the scope of the program. Inviting faculty to your office, introducing them to recruiters at coffee breaks or luncheons, and explaining what your programs can do for students, cements a positive relationship.

Special reports addressing colleges or students furthers the career planning-placement cause and increases referrals by faculty. Many faculty are not tuned in to the recruiting world and need to be updated on current trends among employers. For example, some believe that all graduates not pursuing further academic studies enter a two-year rotational training program. That may have been true when they were undergraduates; their perceptions of opportunities may not have been revised.

Faculty relations represents an opportunity and an obligation. The faculty can help career planning-placement in meeting the needs for service to students. Career planning-placement also must do everything possible to help faculty give accurate, timely advice and encouragement to students.

Employer Relations

Employer relations are extremely important, and it behooves the effective career planning-placement director to work diligently to develop a rapport with employers so that they will seek the school's graduates. Remember this cardinal rule for attracting employers to your students: produce results and employers will beat a path to your door. If results are not produced, employers will be scarce. Many career planning-placement professionals do not understand this. In the employer's world, results mean HIRES. Results aren't chit-chats or golf outings or tickets to football games on sunny fall afternoons. Results are placements of graduates.

How can employer ties be strengthened? Visit employers; make presentations to recruiters upon request; invite them to participate in various programs sponsored by your office; attend luncheons and dinners with recruiters. Make employers feel wanted and comfortable. Above all, provide an efficient system.

One simple tool used by some schools is a daily morning coffee break during recruiting activities where all of the career planning-placement staff, interested faculty, and recruiters get together. It is an informal gathering, affording an opportunity to discuss what is going on in the employment market. Employers have a chance to identify any problems that exist in their scheduling or whatever else may be on their minds. This also provides an opportunity to gain a vast amount of knowledge about the employment market.

Keeping a cup of coffee available for recruiters all day long makes the job of recruiting just a little bit easier. Recruiting and interviewing are demanding, and recruiters need a break from the ritual of endless interviews. Employers will appreciate your school's thoughtfulness; hence it is money well spent.

Some schools hold luncheons for faculty and employers, usually at the company's expense. This is the exception rather than the rule, but it works for some institutions. There are many other ways for developing these kinds of relationships. It is up to the individual institution to design programs that best suit its needs.

A smart career planning-placement director also makes sure that the faculty are accessible to employers and does everything possible to encourage such positive relationships. This does not mean that the placement office dumps interviewing on the departments and various other placement services on the academic units. It means developing a rapport between the faculty and the employers so that one enhances the other's programs.

Encouraging this not only helps in direct career planning-placement activities. It can be helpful in obtaining grants, gifts, development of research projects and specialized programs with business participation, and a multitude of other benefits that are indirectly attributable to the efforts of the career planning-placement office.

Therein lies one of the great advantages of the career planning-placement office. So many fringe benefits can be derived for the benefit of the school if the career planning-placement office does its job properly. The benefits are not always immediate, nor do they accrue directly to the career planning-placement office, but the wise professional sees the big picture and works in the overall interest of the institution.

Another important point: track the results of employers. Analyze who hires whom. Developing a good rapport with key employers greatly increases the employability of your graduates. Keep a strong and firm grip on university policies and practices that must be observed by employers. Slip-shod enforcement of rules and regulations can only result in long-range disaster. Once employers know the ground rules for their recruiting efforts, they are very cooperative. A few may occasionally break the line if it suits their needs. A firm hand at the helm is needed to control such deviations from the rules.

Career planning-placement offices operate within university guidelines, and it is absolutely essential that employers comply with those guidelines. This does not mean that you should be a dictator. It does mean that, once established, a policy should be carried out; it means that students cannot be exploited; and that the best interests of the employer and the student are served when everyone follows the established rules. There are no problems with the vast majority of employers. For the occasional one who breaks the line, firmness is necessary in carrying out policies.

Finally, the career planning-placement staff must handle their duties promptly and properly. Carry out all services professionally if you expect a professional response from employers.

PLACEMENT AND THE DEVELOPMENT FUND

Some university administrators put heavy emphasis on the relationship between the career planning-placement program and the development fund. There are many cases where this has been successful in terms of soliciting money for the institution. The general consensus, however, is that it is best to keep career planning-placement and the development fund at arm's length. Nevertheless they should, by all means, complement each other. A solid career planning-placement program can definitely enhance contributions to the development fund.

A working relationship between the two departments is essential, and there should be a constant flow of information between the two. To achieve an effective relationship, many colleges utilize a variety of communication vehicles such as follow-up reports, annual reports, and employer directories. The development staff should apprise the career planning-placement office of contributions made by employers. At the same time, career planning-placement should keep the development office informed about those organizations visiting the campus, those hiring their university's graduates, and any other pertinent information where there is mutual interest.

For some luncheons and dinners it would be wise for the development office to include the career planning-placement people and vice versa. This should be an ongoing effort. With the proper working relationship, it can be very advantageous to the university. As a general philosophy, it is unwise for the career planning-placement office to dun employers visiting campus for contributions. Any solicitation for funds should be done by the development staff. That is their job, not yours. By the same token, the career planning-placement staff should make sure that employers visiting their office get the best service possible.

Hiring graduates from a given institution greatly enhances potential employer contributions. However, it's not a hard-sell that nets contributions, it's the rendering of first-class service to employers.

Such publications as follow-up reports, annual reports, employer directories, and similar programs should all be brought to the attention of the development staff. They, then, can do a much better job in designing their overall program.

QUANTITATIVE MEASURING STICKS FOR SUCCESSFUL PROGRAMS

One of the reasons career planning-placement is one of the more difficult programs to administer within the university is that few quantitative measuring sticks are available to compare good programs with poor programs. There are, however, some quantitative ways of evaluating a program, including:

1. The rate of unemployment of a graduating class shortly after graduation. This can be measured with a thorough follow-up survey of the graduating class. All disciplines should be covered, and the disciplines should be compared on the basis of employment.

2. The underemployment of graduates. This can be determined with a follow-up a short time after graduation. This helps provide a clearer picture of placement results, rather than simply relying on an "unemployment report."

3. The number of employers that visit the campus to hire graduates. Does this number hold up over an extended period of time, or do many employers come to campus once or twice and stop visits because of lack of results? Of course, these numbers will vacillate with the economy, but compensation can be made so that a career planning-placement director can evaluate whether the employers are falling off or increasing.

4. The budget. This is an important measuring stick of what the university thinks of the placement operation. If the budget is inadequate and remains inadequate over a period of time--even after the career planning-placement director has projected the needs of students and the services that should be offered--the smart director will leave the organization, aware that the job cannot be done on an insufficient budget. Too many career planning-placement officers have a monumentally sized job to assist hundreds, even thousands, of graduates with a budget that makes it impossible to perform the assigned task.

5. The number of students registering with the career planning-placement office each year. Students will use the office if they feel that services are adequate and useful. Failure of students to register or participate in the career planning-placement activities is usually the result of a poor placement program.

6. The number of interviews scheduled with employers. This is a good weather vane (factoring in the economy) of the efficiency of the career planning-placement operation. This can be a trap, however, because some career planning-placement officers believe the number of interviews determines the success of their program. This is an invalid evaluation. The primary measuring stick is the number of placements in meaningful positions. This should never be forgotten.

7. The number of students seeking career planning advice. Students who get solid advice tell other students about their experiences; the grapevine is a powerful source of reference. If a career planning-placement office does its job, students will beat a path to its door; if not, there will be an absence of students.

8. Salary. If the salary of the career planning-placement director is on par with that of an assistant professor or an instructor, or of one of the lesser-paid positions on campus, this is another warning signal. The salary should be comparable with the compensation for other department heads.

9. Title. The title should be that of career planning and placement director or a title commensurate with that role. If the university does not choose to give the career planning-placement director a proper title, it is a clue that the school does not choose to elevate the department to the level required to carry out its mission. Titles are important in the organizational hierarchy of the institution and if the placement staff titles carry a nondescript connotation, the authority behind them will be at the lower level. Career planning-placement, at times, must be able to move forcefully on certain issues pertaining to the employment of graduates. If that authority is not present, the office suffers. Though titles do not give authority, it certainly helps if the salary and title of the career planning-placement director are such that the director can deal with peers. This is one of the best ways for the administration to get that point across to other university administrators.

10. Facilities. It is important that the career planning-placement facilities be first-rate, clean, and professional. It is a mistake to settle for anything less that that. While, in the long run, career planning-placement offices cannot be judged on image, employers coming to the campus frequently get their first impression of the university at the career planning-placement office. If these facilities are inadequate, poorly ventilated, dirty, and improperly appointed, the image of the university and its students suffers. The career planning-placement office probably does as much or more business with the outside world than 75 percent of the departments on campus. Therefore, adequate facilities not only put the students in a good position for interviewing, they improve the whole perception of the university.

11. Receptivity by the president and other officers of the university and faculty. The participation of these administrators and faculty in career planning-placement activities is very important in that it sends signals to those outside the university community, and indeed within the university community itself, that the career planning-placement program has the support of the university faculty and administration. When it exists, career planning-placement programs are enhanced immeasurably. When it does not exist, the operation is put in

jeopardy. Career planning-placement directors must constantly work on this. Those who do will find that their efforts reap dividends.

12. Frequency of requests for speaking engagements, consultations, research material on the employment of college graduates, and similar activities. Career planning-placement people who are respected will find these requests in abundance; those who are not well perceived will have few requests. It is important that career planning-placement personnel work on this because it enhances the reputation of the staff, the department, and the university.

CENTRALIZED VERSUS DECENTRALIZED PLACEMENT

This is an age-old subject wherever placement operations are discussed. Contrary to some opinions, there really is no hard and fast system that works best for all sizes and all kinds of institutions. Therefore, it behooves anyone setting up a program to analyze the personality of the school, the career planning-placement needs, and the organizational structure of the university. Once these factors are known, a successful career planning-placement program can be designed with any of the following formats.

1. Centralized Program offers one office and director of career planning-placement for the entire university and all of the colleges within the university. All contacts, interviews, credentials, advising, and research are centered in that office.

2. Decentralized Program has the placement function handled by several individuals, usually within the various colleges or schools of the university. Each of these colleges has its own program, budget, facilities, and staff.

3. A combination of the two groups has several disciplines under one operation and another group of disciplines under another, but does not provide for separate functions within each college of the university. Often, a centralized office "coordinates" the activities of the various decentralized units.

Almost from the beginning of career planning-placement activities, the battle has raged regarding the pros and cons of centralized versus decentralized programs. Both the centralized program and the decentralized program can be effective or ineffective, depending upon the leadership. All things being equal, however, the centralized placement program is a better value. Here is a brief review of the advantages and disadvantages of each system.

Advantages of a Centralized Office

1. Facilities can be used at the maximum throughout the year.

2. Personnel can cover more than one discipline and interrelate one discipline to another in terms of job opportunities.

3. Budgets are generally smaller for a centralized system, in total, than for many collective budgets for several or many decentralized operations.

4. All students go to one location for their career planning and placement activities.

5. Employers correspond with one person and set up schedules for all majors, cutting across all disciplines of the university, thus reducing the overhead expense for employers.

6. Employers seeking a high-demand major can often be approached by the career planning-placement personnel to seek interviewing opportunities for other disciplines during a recruiting visit.

7. The communication channels to all students are better when special programs, such as minority career nights, student employer fairs, seminars on interviewing, job strategies, etc., can be arranged to accommodate students in all disciplines.

8. A centralized operation usually means more efficient use of personnel and office space. It provides scheduling throughout the year, with the facilities being used most of the year since interviews for many employers are frequently seasonal, depending upon the disciplines involved.

9. Students getting on a wrong schedule can easily transfer to another schedule since interviewing is done in the same location.

10. Employers can go to one location to talk to all the students in all disciplines at all degree levels. With the centralized system, employers can schedule interviews in one place for one day for all disciplines.

11. The central placement program can expedite the processing of all credentials for employment. Use of staff and equipment can be far more efficient when in one location.

12. The use of the computer is much more productive in a centralized system since all processing of data can be handled in one location. High volume is more cost efficient for a computer system, and the centralized office permits this.

13. A centralized office with a competent staff can advise students who are changing courses and curricula more readily since they work with all disciplines.

14. Alumni can usually be contacted and referred more efficiently. This is particularly true of persons returning from the armed forces.

15. Students opting for alternative careers can interview more readily in a centralized system since more options are usually available in a centralized office.

16. Student employment, volunteer programs, internships, and co-op programs can be coordinated more readily within a centralized program than within a decentralized system.

17. A more complete Career Information Center (and other services) can be justified on a cost-per-student basis.

18. Research covering all disciplines is made easier.

Disadvantages of a Centralized System

1. It is more impersonal, and employers sometimes complain that they do not have ready access to the faculty.

2. Individual students in low-demand areas do not enjoy the attention that high-demand disciplines receive from employers.

3. Individual advisors are not always specialists in a specific discipline and may work with a number of majors.

4. Placement personnel do not always work as closely with the faculty since they are frequently housed in a separate location.

Advantages of a Decentralized Program

1. Personal contacts with the students, faculty, and employers are usually better because of the proximity of the career planning-placement staff to the college (usually housed in the same building).

2. Advanced-degree holders can usually get more specific academic/career advice through the decentralized system.

3. Career advising for departmental majors can be more specific if the person who does the career advising also does the academic advising.

4. There is more of a personal touch. At large universities, a decentralized system breaks the units into smaller groups.

5. Direct communication with students is easier.

Disadvantages of a Decentralized System

1. It is more costly per student that a centralized system.

2. Advisors usually advise in one discipline and may not be as knowledgeable of other majors on the campus.

3. Employers must contact several placement offices if they choose to interview for several disciplines.

4. Use of the computer is more expensive and almost prohibitive when compared with use of the computer for a centralized system.

5. Advisors tend to be uninformed or disinterested about other disciplines and, therefore, do not offer the flexibility in transferring students who want to get into areas outside their chosen majors.

6. Campus interviewing for optional career alternatives is limited.

7. Sponsoring all-university events (such as career nights, MBA seminars, etc.) is not as likely to occur for all students.

8. Placement personnel are less likely to be as knowledgeable about alternative job opportunities.

Combination of Centralized and Decentralized System

Many schools have, with some success, operated programs that include a combination of technical and nontechnical disciplines for the centralized program, with selected decentralized programs in education, medicine, etc. This is another satisfactory way of encompassing the advantages of the centralized system and minimizing the disadvantages. This combination system can work very well if it is properly organized and managed.

In the final analysis, a centralized system can offer more value per dollar spent than a decentralized system. Perhaps the best services, however, can be given by a combination of centralized and decentralized systems, with the proper leadership.

Chapter 2

Career Planning and Placement Functions

The most visible aspect of career planning-placement is the assistance to graduating students involved with campus interviewing and job exploration. This activity helps the students satisfy one of their main reasons for attending college: finding professionally satisfying employment. Students prepare for their careers by selecting majors, exploring options and all of the different aspects of employment choices open to them, with the resources of career planning-placement as a primary aid. Services for these graduating students are extremely critical.

Student placement is that activity which brings employer representatives to the campus to interview the product of the university, aids students in correspondence contacts with employers, and results in decisions regarding the future of many graduating students.

Of all the aspects of the career planning-placement office, placement is the most publicized. Employment following graduation is of great concern to all students. The conversations in residence halls, apartment building, fraternities, sororities, and classrooms frequently focus upon the kinds of things students will be doing following graduation. This is very much a concern to the underclass students who are exploring career planning options; using computers and tests to identify skills, values, and interests; reading materials in a career information center; and talking with placement staff, faculty, and advisors about the choices they will be making and where their hopes will lead them.

Parents are greatly concerned about the placement resources and effectiveness of any school their child may attend. The cost of higher education places a higher premium on the employment which follows academic preparation. If the employment world was wide open and there was no real weight on an academic major, and if the number of graduates was smaller, there would be less concern and pressure. It is a rare Sunday newspaper which does not have some article about the employment status of new college graduates, salaries, choices, and other employment trends. The concerns, therefore, not only lie with the student but with others, including the student's family. This includes faculty awareness of the options, kinds of jobs and employers, the decisions of current and past students, and unemployment rates.

The admissions staff should certainly be interested in the volume of interviewing, employment outlook, and trends so they can accurately convey this information to prospective students.

Organization and early action are critical in getting a career planning-placement office ready for the fall interviewing season. This may begin in the previous spring in sensitizing juniors to the fact that, when they return to the campus in the fall, they must take immediate action to begin their job campaign strategies. It is impractical to register most students during a spring term due to the changes in campus addresses, phone numbers, or summer jobs that will take place before the next school year. Some students will even change majors between their junior and senior years.

Registration of students early in a school year is imperative so they can become familiar with the resources of the career planning-placement office, get their credentials on file, and recognize basics of the system. These basics include procedures for signing up for interviews, the volume and timing of employer workshops, and staff assistance. Early registration also helps the staff get ready for prerecruiting.

At many schools, registration of graduating students can actually take place as part of the formal university registration process. Students can fill out the required credential form, receive promotional materials, CPC Annuals, or other specialized handouts the career planning-placement office may have, and start thinking about the fact that, as graduating students, now is the time to begin a job campaign.

A student should do a number of things to prepare for the job search. Setting the stage early in a school year is important so that real benefits result from workshops on resume writing and interviewing, as well as the personal evaluation necessary before a student can effectively take interviews. This is the time to get students thinking about the actions they must take in order to become attractive applicants and be competitive.

If a placement office provides prerecruiting services to visiting employers, the credentials need to be accumulated very quickly. They need to be organized, duplicated, and sent to those on-campus employers who utilize the prerecruiting function. For prerecruiting, credentials may be organized in a number of ways. Through computer lists students can be identified by major, degree level, term time, or any other selector factors derived. It is important to inform prescreening employers that the bulk of the credentials will be available by a particular date. If the school has an early registration period, you may have everything on file well in advance of the recruiting date so that the materials can be sent to employers with sufficient lead time for use in the preselection process.

Promotions for campus interviews are an extremely significant part of generating not only volume but also appropriately qualified candidates. The interview bulletins need to identify all of the specifics

which insure, insofar as possible, that qualified students turn out for the interviews and that those whose backgrounds are not sufficient or whose interests lie in other areas bypass those interview opportunities. Interviewing schedule flyers need broad distribution on campus to inform graduating students of the employer needs, job opportunities, and the location of those positions.

Organizing student credentials is a matter of style. There is no right or wrong way--simply an effective way for that particular office. A decentralized office does not have the organizational and distribution problems encountered in a centralized placement office.

Through a computer, you can produce student lists which generally include the name of the student, major, degree level, term of graduation, campus address, telephone number, home address, and telephone number. The lists may also include grade point average. Employers frequently request student lists rather than complete credentials, particularly if they are looking for applicants from a particular geographic area or with other very specific credentials.

Prerecruiting focuses heavily upon academic attainment. Grade point average is extremely important to many employers who use preselection procedures. While this information is generally not provided on lists, it is on the credentials filled out by students and available to the employer with the student's permission.

The on-campus interviewing process can take place effectively when the credentials are organized and available and when other preliminary activities are handled well.

Scheduling is extremely important to insure that the employer's arrival time is set, space is available, and sufficient lead time is provided the career planning-placement office to advertise the interview visit. Bad campus dates should be avoided. These include dates too close to campus registration to give students sufficient time to respond to advertising and sign up for interviews and to give the placement office time to duplicate credentials and handle arrangements.

Examination periods and breaks between school sessions should be avoided. Other dates which may represent a conflict include religious holidays, national holidays, regional association activities, campus convocations or assemblies, or other school activities which compete with campus interviews. Those dates should be blocked from the recruiting calendar well in advance of the establishment of any campus interview visits. If an activity is scheduled after the recruitment calendar is set up, it may be necessary to reschedule some employer visits. The career planning-placement office should assume responsibility for advising the employer of the conflict and invite an adjustment in dates.

The placement office needs to insure that employer information provides students with an effective insight into the opportunities and is effective in the sense of creating interest among those candidates who are on target with the employer's current and projected needs. Publicizing required major, degree level, term of graduation, job responsibility, and location is critical in turning out qualified students.

Extensive duplication and effective distribution of flyers, both on and off campus, are major responsibilities of the career planning-placement office. (See Exhibit A.) Additional information can, of course, be provided in the career information center or in materials provided by the employer for distribution to the students who sign up for interviews.

Each employer should receive at least one copy of the interviewer's appointment schedule for the day. The schedule should include the appointment times, student names, majors, degree levels, and terms of graduation. The receptionist should have a copy so that students can be advised of the name of the interviewer and other pertinent information before the interview.

The director should have a copy of each interviewer's schedule in order to be current on student response to each of the employers and to be able to talk more specifically with recruiters about the numbers and the distribution of academic majors on their interview appointment lists.

Many career planning-placement offices develop attractive portfolios for employers. The cover may identify the interview room which the recruiter will be using. The material furnished may include campus maps, a note of welcome from the career planning-placement director and staff, information on campus parking, and other pertinent information. Visitor parking permits may be enclosed, if requested and available. The parking permits may also be handled by a receptionist for control purposes. If the career planning-placement office is charged for each visitor permit used, the supply needs to be controlled.

Personal and warm receptions of the recruiters by the staff will go a long way in making an employer feel welcome, rather than an intrusion into the daily operating procedure of the office. This campus reception may include informal meetings with the director or staff, or the staff may serve as hosts, taking the visiting employers to their interview rooms and making certain that they are satisfactorily situated to begin the day.

Follow-up to the campus interview is another effective tactic. A note may be sent expressing the hope that the candidates interviewed were qualified and attractive applicants, and volunteering additional

assistance. Many career planning-placement offices at this point request salary information from any offers extended to their students for salary survey purposes.

The career planning-placement office needs to provide accurate, employment-based information and research to many different audiences. Research is covered extensively in another section of this book. The career planning-placement office is a natural for this effort. It is one of the relatively few offices on campus with continued and extensive access and contact with this employer window to the working world. From this kind of contact, effective information on job decisions, employment trends, salaries, training programs, promotion options and paths, and many other aspects of the employment world can and should be prepared. Follow-up reports which identify the job decisions of previous graduates, annual reports which specify aspects of the career planning-placement volume, trends and changes in employment, and other information can be provided.

For students, the career planning-placement office offers the formal approach to employers as young professionals. Interviews serve not only as a student showcase to the employers but also represent the opportunity for students to explore and consider the needs, opportunities, values, and criteria of a broad range of organizations. The career planning-placement resources, including professional and clerical staff and the career information center, provide the friendly, yet objective, coaching and encouragement the student needs. To many graduates, the interviewing process seems an intimidating and awesome experience. Preparation and efficient handling by the career planning-placement office can help instill confidence.

To the faculty member, career planning-placement represents a day-to-day contact with an ever-changing employment world. Career planning-placement offices can assist faculty in making contact with employers who represent the end user of the university product--the graduates. Faculty can establish new employer contacts and gain new insights on developments involving their own areas of interest and specialization.

Employers will find the career planning-placement staff able and willing consultants on improving their recruiting programs on the campus and tailoring approaches to different majors and degrees. Salary trends, enrollment patterns in different degree programs, and other specifics from year to year are most accurately identified on various campuses through the career planning-placement office. Through this research base, the career planning-placement office serves an extremely significant role in advising faculty, advisors, and students of what to expect and what is really happening in the world beyond the campus boundaries. To the employer, the information is invaluable for staying abreast of what is really happening in the campus enclave.

PLACEMENT AND COUNSELING

Career counseling and placement should be properly planned and coordinated. Implicit in this planning should be a program that helps the students learn more about themselves. The result will be graduates who can match their interests, values, skills, personal assets, career goals, and objectives to a program of job-search strategies that will result in a career approach which maximizes their career potential and fits their life's goals.

A good career advising program has a solid foundation that: (1) helps students develop self-awareness, (2) enables them to clarify and evaluate their career and educational goals, (3) provides them with direction and career information on the job market and the opportunities available, (4) helps them develop a methodology to reach their career goals, and (5) assists them in the career decision-making process.

There are various methods to provide career counseling to students.

Individual Advising

It is very important that students have the opportunity to interact with knowledgeable personnel--both academic and career planning-placement staff--on a one-on-one basis to discuss careers and career information. Career counseling is not limited to providing job information; it includes helping the students know where they can find their niche in the employment world. It is part of an overall program whereby the staff provides career specifics and direction that will fit into the overall positive development of the individual.

Career Counseling in Groups

Because of the tremendous student interest, it is sometimes advisable to develop group career counseling sessions in addition to one-on-one counseling. Certain kinds of advising and the offering of basic information lend themselves to this kind of counseling. Credit and noncredit courses and workshops, properly instructed, can help students explore their needs, their interests, their attitudes, clarify their values, identify their skills, and the lifestyle they would like to pursue. They can also review information about careers, jobs, and employers; about interviewing, resume development, and many other subjects pertinent to the job-hunt.

One of the best means of providing large amounts of information to great numbers of students is through career information programs. This

is covered in a later section, but individual and group advising should be coordinated with the career information center's subject matter so that there is a dovetailing in a way that the student can get all of the information necessary to meet personal objectives. This kind of counseling can also be supplemented with occupational information guides, computerized programs such as SIGI and Discover II, plus a wealth of information that is now available from employers on video tapes, brochures, and information sheets.

One of the counseling tools frequently used is testing. In recent years, however, tests have become less and less popular, primarily because of the lack of reliability, proven validity, and EEO regulations. Also, tests are too often misinterpreted, or not interpreted properly or by professionals, with the result that some tests provide misinformation rather than reliable help. Some tests, properly used in conjunction with professional counselors, can be of value. However, tests used as a cure-all for solving all career-planning problems (for which some people think they are designed) are of no or only limited value.

At some schools, student peer counselors have been used in career counseling and placement activities. If properly planned, organized, and supervised, peer counseling programs can be effective. Otherwise, they can be a very dubious effort. Too often peer counselors with very limited knowledge not only make observations, but give recommendations that are not sound. Peer counselors can perform many tasks, but these do not include career advising in the professional sense. Peer counselors should be used primarily to disseminate information about the placement services and career planning, and to help students find their way through the maze of subject material on careers.

One caveat must be added to this. If the career planning-placement staff is willing to spend the time, money, and energy to properly develop and supervise a peer counselor program, this can be helpful. Generally speaking, however, the money put into a peer program is not as well spent as it might be if the same amount of funding were put into full-time staffing.

CAREER PLANNING

Career planning is an integral and important part of placement. There are great demands on a placement staff to assist underclass students perceive the employment and academic worlds around them, understand the relationships, and take action which will help them reach goals they may not have identified at that point.

To be effective, the career planning-placement staff must be up-to-date in their knowledge of the employment world. This means staff must know: (1) the current employer demand for different academic

majors and degree levels and the supply of those majors; (2) the kinds of jobs graduates accept; (3) a history of patterns which have shown up in the past (this includes previous employer demand and success of students in certain disciplines in finding professionally related employment); (4) the current economic trends which may affect many of these disciplines; and (5) the location of these jobs.

The career planning-placement office must also understand the differences between employment opportunities for students at the undergraduate and graduate levels. Many students with undergraduate majors seek the kind of employment which may require graduate degrees. Students need to be told the different choices available to help them reach their goals. Academic advisors, of course, can be of great assistance in this area.

Make extensive and effective use of the employer resources available to your staff. Some of these opportunities are peculiar to the career planning-placement office due to the continual contact with the employment world, a benefit which is available to few other campus offices.

The perceptions and feedback of employers regarding their own needs and the qualifications they seek in graduates give career planning-placement offices a unique advantage in helping students receive first-hand information. Career planning-placement also has personal contact and familiarity with many employers from a broad range of organizations. If your staff members do not have personal contacts, they should be able to identify the appropriate individual from whom they may either receive information or to direct students to make the contact.

The career planning-placement office has a significant and unique resource: the research data it has generated in the past. Not only is this research important generally, it is exclusively pertinent to graduates of the school. Employment tracks of alumni in a major at their own institution give this research great credibility and help current students identify the kinds of things which they might pursue at the same stage of their employment life.

Books, printed materials, video tapes, audio tapes, and other resources--in the career information center and in the career planning-placement office--are extremely important.

The career planning-placement office may also have computer systems available for guidance and job exploration purposes. The most important source for career planning, however, is the professional staff assistance available to all students. Day-to-day visits by students who have been involved in career planning and have an identification with the career planning-placement office are far more

important than those available in the one-dimensional printed or video materials.

The professional staff must stay current with employment demands and know current opportunities and trends in order to offer quality assistance. It is essential then that the staff offer the best the university is capable of providing.

The staff should pursue contacts with employers who visit the campus as well as professional associations to which they may also belong. These contacts and associations represent a service as well as an opportunity to contribute to professionalism.

The campus offers many additional career planning sources. These include faculty, academic advisors, and others within the university community who may have singular insights into problems of individual students. The career planning-placement office should take advantage of those who can make a valid contribution and personally call those persons and schedule appointments for the student.

Graduate Student Placement

Graduate students represent smaller numbers and different employment problems than do most undergraduate enrollments. With an academic specialization and with more strictly focused employment objectives, the graduate student poses a unique need in most cases, and frequently a desire for special treatment.

Different credential forms may be provided for graduate students at the master's level; different forms should be provided for those at the doctoral level. These students not only have more extensive academic preparation, but frequently they have extensive employment histories. Theses and dissertations need to be identified, as well as special research work and employment. For doctoral candidates, additional publications, doctoral committees, and other pertinent information must be identified. Special recruiting programs, workshops, and resume books may be produced to assist these individuals in their job search. Programs may be cosponsored by campus clubs or groups of graduate students. Faculty involvement usually increases at the advanced-degree levels.

Doctoral candidates are strongly attracted to positions in consulting, research, or academic institutions. None of these areas represent great interviewing volume on most campuses. Desired employers may be invited to special doctoral days programs where the focus is on the Ph.D. When interviewing doctoral candidates, the employer is more likely to send staff members who have specialities in their field rather than representatives from the personnel office. Specific infor-

mation can be more easily exchanged with the doctoral candidate when the employer representative shares a common background and interest. Doctoral-degree candidates seem to prefer this kind of exclusivity.

SELF-HELP

Few career planning-placement offices have sufficient professional staff available for long series of extensive consultations with any one student. Career planning-placement should help provide direction and motivation to students. To help the student where appointments leave off, the career planning-placement office needs other resources which were identified earlier. A major goal is to get individuals to do as much as possible for themselves. The staff can help students make a personal examination of values. Emphasize the importance of coming to grips with these various elements and personal backgrounds.

The self-help and personal-decision approach of students will focus on a number of different aspects:

1. The determination, identification, and ranking of the various likes and dislikes;

2. Personal skills and weaknesses;

3. Academic programs of interest;

4. Careers and interests;

5. Occupations they wish to pursue;

6. Degree level required to reach their goals; and

7. Choices on location.

The students can then identify the types of employers and specific organizations which have employed these majors in the past and which represent potential sources of employment.

Staff assistance is extremely important to students in the career planning process, but the decisions must be their own. The staff cannot and should not make decisions for them, but should clarify the options and emphasize the importance of the decision. Such decisions are reversible, but at the cost of time, effort, and money.

Self-help programs include a significant analysis and exploration of many aspects of the individual person and of potential careers. Workshops, career planning courses, the resources of the Career Information Center, and the career planning-placement staff themselves

can be used in conjunction rather than singularly to come to a valid conclusion in goal setting.

The career planning-placement office can also encourage part-time jobs, summer employment, internships, and co-op programs which aid the student in assessing the suitability of particular majors and programs. These activities contribute not only to academic planning, but also to career development.

For many, career planning is a very complex perspective of self, the employment world, and the steps necessary to reach personal goals. Each student must make the best choice or choices based on valid knowledge of what is best in an ever-changing situation. These choices are very personal and unique. The student must receive guidance and direction which the career planning-placement staff may contribute. The staff can offer encouragement and motivation, and be a valuable resource. The decision making, however, can be done by no one except the individual involved. Neither the career planning-placement staff nor anyone else can or should make these important decisions for another person.

Students frequently ignore family and friends in career exploration. It is an unfortunate commentary that a great many of our college students today have never seen their employed parents at work. The students may be very familiar with the building and reputation of their parents' employers, but many people commute a number of miles to work and students may never have been in the building in which their parents work. Students should be encouraged to discuss with their parents, with their friends' parents, and other family members and acquaintances, the realities of their work--what they do, the preparation they had--as well as ask for advice for someone considering a similar career.

Realism in career planning is paramount. Faculty who have not dealt with the hard facts of life since they were in undergraduate school a number of years ago frequently present unrealistic perceptions of the employment world. Vested interests, of course, also prompt some on the campus to encourage a particular major. Sometimes, when these conditions exist, the career planning-placement office must be the cold dash of realism which puts things in perspective.

Egos are fragile, and students should not be discouraged if their hearts are set on particular programs. Specific information which helps them make valid judgments and decisions is critical. One of the roles of the career planning-placement office is to provide that kind of information and make it accessible to students so these decisions can be made.

Many employment possibilities are available, and our world is changing and will continue to change. Some students, judged by the career planning-placement staff as having a slim chance of getting into a field, much less being successful, will succeed. Organizational presidents and chief officers of the future may and will be some of those students for whom career planning-placement staff could not measure drive and willingness to work to reach their personal goals. Career planning must include the possibility of success. Students should not be discouraged by telling them they cannot make it. They may be able to!

A number of disillusioning factors face may students in career planning. Limited opportunity in a field of interest may be disheartening, but there will be people who do find jobs in that field. Action is the real key to career planning. It is not a passive function in which the career planning-placement office can or will do the work for students. The actual doing must be done by each student. Career planning is a continuing process. It is not something which will be accomplished by 5 p.m., or even within a week's time.

Perpetual revision and updating must be done by everyone. Skills will change. New abilities will be acquired through changing responsibilities in jobs. New challenges will appear through a number of different decisions over which individuals rarely have control. These include new technologies and equipment, mergers and acquisitions which totally change the employment outlook, and family situations and circumstances. Both positive and negative changes should be presented.

Challenges fade when an individual has mastered a particular role. New challenges and rewards need to be available to stimulate people to continue to perform to their highest levels. Personal circumstances may force career planning adjustments. Marital status may change or family illness could affect an individual's willingness to travel or relocate.

The economy can affect employment in a positive or negative manner at any time. Technologies will influence how each person performs a job, making a job either more or less attractive. Personal values and priorities are in a state of change. As time goes on, these values change less dramatically, but the individual students should be realigning these various factors in their personal planning.

Good career planning benefits the students. If a person wishes to have direction and control of life, hard decisions must be made. Personal control allows an individual to decide which avenues to pursue. The contribution of the career planning-placement staff to students is extremely important, and it is distinctive to the placement office. Despite this importance, decisions should not be made for students.

Rather, the necessary information should be provided so students can intelligently make their own choices.

EMPLOYMENT SEARCH - THE TOTAL CONCEPT

The career planning-placement office should be able to provide a student with a total plan for an employment search, regardless of discipline. An employment search is a total concept. In a complete employment search, an individual does not approach the various segments singularly and exhaust each approach. In that kind of procedure, a person would interview first, then produce a resume, then write letters, and then embark on all the other elements of a complete program. The complete job search will involve all of these things simultaneously, and career planning-placement should be able to offer substantial assistance in each area.

An individual who goes through a total employment search will have less reservation and fewer questions once a final decision is reached. Critical in any employment search is the individual's personal evaluation, identification of strengths, weaknesses, interests, and all the other variables that make each person unique. Students must establish job targets and objectives and identify the potential employers they wish to explore.

Personal evaluations evolve. Sometimes students will arrive at targets with great premeditation and thoughtful consideration. Later they will find that many of their values realign themselves at different stages in their lives. Personal evaluation (as it pertains to a job) is not accomplished in a brief period. Many times it is arrived at during the interviewing process itself. In extensive interviewing, an individual is confronted with a number of options and values which may not have been considered earlier. As employers ask about the students' reasons for particular interests and how they would rank various functions and activities involved with the job, the candidates zero in on what their personal goals and values really are.

More often than not, graduating students take resume writing as the first step and wind up developing an evaluation and priority list as part of the process, but in a very haphazard manner. The resume forces individuals to come to grips with what they are really seeking in employment. Otherwise, they are unable to list an effective objective.

The career planning-placement staff can contribute considerably by helping students list their objectives. Frequently this is difficult for graduating seniors, especially in the nonspecialized disciplines, but it tends to be a smaller problem for graduate students. Other students, however, experience conflicting pressures. Often, they feel

that listing a specific job cuts them off from other opportunities which may be very parallel and attractive but which they know little about. The students feel they really don't know enough about the employment world to isolate their objectives in a resume format or even in an interview.

In writing letters of inquiry, employer research is important when identifying employers of interest. However, many candidates can spend hour upon hour researching organizations, reading brochures, highlighting annual reports, and writing employers only to find that either no openings exist or previous openings have been filled.

Campus interviewing should be pursued when students are curious as to whether or not a particular position/opportunity is what they really want. The concept that students should only interview if they are convinced that this is the right employer is a very artificial and unrealistic approach to campus interviewing. Conversely, the idea that students should take a number of practice interviews can be equally unproductive. Employers do not consider themselves visiting counselors when they come to a campus. The student who is less than fully interested tends to come across just that way early in the interview. When the visiting employer recognizes that a candidate is not interested, the employer will tend to close off the interview or only go through the motions. As a result, the practice interview is unproductive to both parties.

The advantages of a positive approach to the interview need to be brought to students' attention. Most employers are looking for reasons to hire, not reject, candidates. The positive focus puts students at ease and helps them answer basic questions. Students are frequently intimidated by the thought of interviews, as they think that the employer is attempting to plumb their inner soul and embarrass them if they do not have particular insights and skills. While this can happen, it is a rare approach for most employers.

Career planning-placement offices also list jobs apart from those in the normal campus interviewing traffic. Students should be encouraged to explore these. Often these jobs are for alumni, but sometimes the openings are for entry-level positions, with little or limited experience required.

This kind of approach is equally valid in contacting employers where addresses are available from previous campus interviewing contacts, professional journals, and various directories. Students should be encouraged to explore follow-up material which identifies employment decisions of previous graduates, professional journals and directories, as well as Journal of College Placement ads, the CPC Annual, and various other publications which focus on employment of the college graduate.

Students should talk with their advisors and faculty friends about suggestions as to employers, as well as openings which previous graduates have filled. These organizations can then be contacted.

Students should take full advantage of the career planning-placement professional staff. The staff can make suggestions about employers who have hired students in the past, the kinds of jobs available, progress, turnover rates as best they can be perceived, and identify employers in specific geographic locations.

Classified ads represent valid approaches to certain kinds of employment, especially those in selected papers, journals, and other publications. Business pages in the newspapers frequently provide additional information. Students tend to only use the classified section, but the business pages will identify personnel movement, plant expansions, the creation of new divisions, mergers, and expanding or declining businesses. The business pages represent information in advance of what will appear in the classified ads.

Networking represents another approach that any individual seeking employment should consider using. This involves contacting key individuals, family friends, neighbors, personal friends, friends who graduated in previous classes, and taking full advantage of those individuals by supplying them with a resume and asking them to keep their eyes open for opportunities. Networking frequently pays off, and counseling should be available to advise students on conducting a networking campaign. (See the bibliography for details and sources of information on networking.)

Employers are often willing to give a candidate considerable time to consider all options and make up their minds, depending upon the job's starting date. Students generally feel that it is almost unethical for an employer to ask early in the year for a decision regarding a job offer with only a week or two for consideration. This is not an ethical violation, although it may be an inconvenience. Later in the year, employers are far more likely to ask for a prompt job decision, the rationale being that if this person declines the offer, the employer must begin negotiations with another candidate in order to fill the position by a designated time.

Students should be advised to explore the total job market before accepting an offer. Once they accept an offer, they should refrain from interviewing for other jobs, for they are now employed.

Additional Considerations for the Career Planning-Placement Office

Several points should be remembered when setting up a career planning-placement program. These points are very important in assuring

that all students have the opportunity to seek employment with the employers doing business with the career planning-placement office.

First of all, it is important that scheduled interviews are open to all students---not just to a select group based on race, color, creed, grade point average, or any other factors of that kind. Admittedly, there must be some prescreening on the basis of discipline, but it is the responsibility of the career planning-placement office to make sure that all qualified students have an opportunity to talk with a given employer or to at least have their credentials presented to that employer. Any announcement of employer visits for interviews should be made available to all students.

Closed schedules without open schedules for the same disciplines should be avoided. If closed schedules must be used, they should be accompanied with schedules that are open.

Another important factor is that employment searches through placement programs should not be limited to arranging for interviews on campus with visiting employers. The system should be all-inclusive and should present a total program so that a student in any discipline can have access to employment information in any area in any part of the world.

A career information center should include a total perspective of the job market and information pertaining to all kinds of jobs. Research should be done covering all disciplines so that students can know exactly what happens if they enter a given field of study. The programs should also include career fairs where employers and students can get together to discuss employment on an informal basis.

Also included should be special programs for minorities and women, as well as military programs for those students seeking to consider options in the military.

The staff should also collect job listings mailed in by employers as well as want ads from various media sources.

Obviously, the employment search program should also include resume development and distribution, and the maintenance of student credential files.

Universities with foreign students should also have a placement program that helps these students as well. This may well be the most neglected area in placement today.

The career planning-placement office should maintain information on such subjects as salaries, fringe benefits, interviewing techniques, job-search strategies, and general employer information so that

students can maximize their potential in the negotiation process with employers. Employers expend great effort to stay informed about the job market and what starting salaries should be offered. It is just as important that the career planning-placement office make information available to students so that they can be on an equal footing with employers.

Finally, the best advice for sound employment-search programs comes from those people who have experienced an employment search of their own in the field in which they are advising students. Personal experiences of placement staff can be a very important credential. Training and placement experience can add insight and may compensate for a lack of personal background. The important points which need to be shared with students are: insight into the employment process, timing of a job search, and the most effective approaches to the job market.

ON-CAMPUS INTERVIEWING

Enrollment, type of academic programs offered by a university, and location of that institution are important factors in arranging on-campus interviews. Campus interviewing is one of the most effective and efficient methods for students to talk with employers about jobs. Universities would do well to have as many employers as possible come to campus to talk with students since this system represents the most expedient manner of getting the two together.

It is important, however, that employers do not interview on campuses just to make an annual visit if they have no positions available. In fact, employers should be discouraged from interviewing on campus when they have no openings.

Employers should provide previsit employment information on positions they are seeking to fill so the career planning-placement office can properly publicize the employer's visit and arrange for the appropriate students to be on the schedule. It is important to reemphasize that "properly credentialed students get on the schedule." It is extremely frustrating for employers to set aside time for campus visits expecting to talk with candidates who might fill existing vacancies and, upon arrival, find that the people to be interviewed do not have the proper credentials for available jobs. Sometimes this is the fault of the employer and sometimes it is the fault of the placement office. Regardless, it is the career planning-placement staff's responsibility to make sure that such things do not happen. If they do, it is the surest way to have employers stop visiting that campus.

If employers haven't recruited on the campus previously, these new employers should have the opportunity of talking with the staff about

the services available which will make their recruiting more effective. This greatly enhances the communication process and usually results in more productive schedules.

The written recruiting data sheets should be filled out accurately and completely; if employers do not complete forms well, make every effort to get the correct information to publicize to the students the needs of the employer.

It is a good idea to assist the employer with faculty contacts. If the employer wishes to arrange luncheons or dinners with the faculty, make those arrangements when asked.

Arranging employer interviews on campus is one of the most visible methods of helping students get jobs, and can render a tremendous service to the student body. The student who can interview on campus does not have to travel long distances to arrange interviews, which results in savings of time and money. From an economic standpoint, this is one of the most efficient methods for both the employers and the students.

Techniques used in scheduling job interviews vary from campus to campus. A multitude of methods are used. The important thing to remember in setting up campus interviews is that all qualified students must be informed of the interviews. The job vacancies must be publicized and all qualified students must have an opportunity to interview or at least have their credentials given to the recruiter. All employers must be confident that, when they come to the campus, students will know about their vacancies and that all interested candidates can sign up for interviews. A sample computerized interview system is outlined in Exhibit A in the Appendix. For smaller offices, this process can be handled manually. Exhibit B covers interviewing procedures.

The campus interview is one of the major activities of any career planning-placement office. Many factors affect the volume, including: the number of employers interviewing on campus, majors offered, size of the student body, quality of the academic programs, and quality of the placement operation. Successful campus interviewing satisfies not only students and employers, but is one measure of the quality of the faculty's work, as measured by employers.

The campus interviewing traffic reflects many of the aspects of the current employment market. The number of campus interviews, the majors and the degree levels requested, represent basic data for some of the more valuable statistics a career planning-placement office can produce. These data reflect the demand of the employment world for graduates of specific programs, and help to measure the quality of the program.

Each institution needs to adjust its campus interview schedules to the basic academic calendar. Trimester, semester, and term or quarter schools all confront different problems with regard to the beginning of interviewing, mid-term schedules, holiday breaks, and other calendar-imposed dilemmas. Interviewing schedules should be established and maintained by one staff member to avoid confusion and to have a consistency of contact for the employer. Scheduling is usually done for the current and the succeeding school year. Knowing the physical capabilities of an office, the career planning-placement director should establish the capacity for each day and then provide a cushion to handle overflow schedules.

You may find it advisable to hold an extra room or two to accommodate employers who book late dates. Career planning-placement offices are not in the habit of having empty rooms just to provide additional space for latecomers, but there are situations when this is advisable.

In establishing schedules, the staff person needs to identify an employer's location and the degrees the employer may be seeking for a campus visit. All employers do not have centralized or coordinated recruiting visits. Local sales offices may schedule interviews along with a corporate organization. To avoid confusion as to which person or from which office recruiters are coming, it is a good practice to keep a permanent file on each employer.

Most career planning-placement offices maintain more than one copy of each individual schedule arrangement, filed both alphabetically and chronologically. It is practical to have a control file with the full mailing address, the individual to contact for interview arrangement, the telephone number, and dates. Many of the employers make more than one visit to a campus during a year, so it is possible to identify the number of visits the employer has scheduled rather than going through the date book for that data.

A schedule for each campus identifying necessary lead time must be established when setting up recruiting dates. The College Placement Council has basic interview information forms (see Exhibit C.) These forms, as well as credential forms, may be modified to a given institution's needs. The form should list all of the majors and degree levels offered so the employer can check off those of interest. A blank form permits employers to register targeted disciplines and degree levels for interviews. This can pose problems, however. Employers may identify majors which aren't offered by an institution. It is easier to send the basic data sheet along with a listing of majors which the institution offers and then let the employer specify the desired programs, job openings, and locations, and return the form. Students need a valid description of the responsibilities for which the employer is interviewing to determine their interest.

Extensive job descriptions present more information than students may wish to know at that point. Sufficient information for student sign-ups can be provided through condensed job descriptions that include key phrases or some of the assignments on rotational training programs. More detailed job descriptions can be placed in a career information center. It is important for students to know the precise location of a job opening. Valid data sheets are a significant factor in producing qualified and interested students.

When an employer requests a visit, sufficient lead time must be available for the career planning-placement office to send the data information sheets to be completed and returned. Due dates must be prominently placed on the interview data sheets and an accurate log must be maintained, indicating that the material has been sent and/or returned. When interview data sheets are delinquent, the career planning-placement office must contact employers and advise them that publicity is being produced and their information is not available. For expediency, this should be done by telephone; most employers will accept collect calls.

Publicity should be distinctive and easily spotted by students. Career planning-placement offices should have some kind of scheduled flyer or bulletin which lists the employers coming to the campus for a specified period. These identify employers with the pertinent information, including the date of the visit, number of days the employers will be on campus, majors and degree levels desired, term of graduation, job description, and the location of the open positions. Other information may also be offered. The career planning-placement office may choose to include the names of the representatives, the organization's mailing address, and any other special requirements that exist. For example, employers may request that students complete employer application forms before interviewing.

The bulletins should have a distinctive color so they can be quickly spotted on bulletin boards. The bulletins should also identify basic interview appointment procedures and the deadlines for student response. Each career planning-placement office can develop its own style to suit the personality of the school and its communication system.

When establishing interview schedules, the time covered by the appointment schedule must be made clear to the employers. Most interview days run from 9 a.m. until 5 p.m. with an adjustment for lunch time. It is a rare placement director with any experience who has not encountered employers who arrive in the morning, learn the employers have a midafternoon flight, and then be requested to cancel part of that schedule. It is the responsibility of both career planning-placement and employers to make certain that such time variations are clarified before the interview schedules are developed. Problems

encountered by the students will focus not on the employer who must leave but on the deficiencies of the career planning-placement office in failing to make schedules clear and working around any necessary adjustments. Of course, legitimate excuses must be accommodated.

The career planning-placement office is obliged to ensure that students on interview schedules meet employers' specified qualifications. These include academic majors, term of graduation, and degree level. On the other hand, the career planning-placement office works with all graduating students---not just those with high grade point averages. Special employer desires on grade point average may be publicized, but schedules should not be restricted to the select GPAs.

A growing number of schools use a computer to establish appointments, but many still rely on students coming in and making appointments manually. Whatever system is used will be suited to the circumstances, but the tendency and trend, especially in the larger institutions, is toward the use of computer-assisted appointments. (A computerized sign-up system is described on page 99.

Some employers may desire longer interviews than others. The typical interview runs 30 minutes; 20-minute and even 15-minute interview appointments may be available on the employer's request. Some second interviews for graduate students may last one hour or longer. If manual sign-ups are used, a waiting list should be produced so additional students unable to obtain appointments may have their credentials duplicated and given to the employer representatives. In computerized systems, an overflow list can be automatically printed out. Students may be advised that employers will contact them if there is further interest.

On arrival, most employers are given a folder which includes the appointment schedule for the day, credentials of students with appointments in proper sequence, and then the credentials of those students who desired interview appointments but could not schedule them. The career planning-placement office may wish to include other materials such as campus maps, visitor parking permits, special programs during the recruiter's visit, brochures or pamphlets describing academic programs, alumni placement services, or other information.

When the representative arrives in the career planning-placement office, the first contact is the receptionist. The receptionist may be the only staff member the representative has any contact or communication with during the day. Employer visitors are honored and valued campus guests. They should be treated as such. If possible, the career planning-placement director or other professional staff can meet all representatives. Many offices assign specific hosting responsibilities to each of the staff so that no representative leaves without

having had some personal contact and conversation with the professional staff.

The career planning-placement office may schedule a coffee break with representatives to facilitate conversation and acquaintance, not only with the staff, but with other interviewers who are on the campus that day. Faculty members may also be invited to come to the coffee break and talk with recruiters from organizations of particular interest.

Room assignments may pose a problem. It is a rare career planning-placement office where interview rooms are of universal or standard size and where appointment volume is consistent. Some rooms have windows, others do not. Some are in different locations around the building or may be in other buildings. The employer who winds up with the least desired location feels less than welcome. It is easier to assign interview rooms by the priority with which the organizations establish interview dates. This avoids favoritism and it accommodates, recognizes, and encourages employers who book dates with as much preplanning as possible.

A dilemma for every career planning-placement office is the student "no-show." No matter how well an office communicates the responsibility of students to meet business commitments, emergencies will arise. These include family problems, illnesses, and weather difficulties which may keep sincere students from their appointments. Other students may simply forget.

The career planning-placement office, in pre-visit publicity, should make this basic fact known: students are expected to keep any commitment they make. Interviews may be cancelled when there is a valid reason and when there is sufficient lead time to contact other students on a waiting list so those cancelled spots may be filled. It should be made known that it is the student's responsibility to make such cancellations when they have legitimate reasons, and the student should speak with one of the professionals rather than the clerical staff. Make it clear that appointments are not to be cancelled casually. The career planning-placement office's credibility suffers when "no-shows" are frequent. It should be emphasized that if a student fails to meet a business appointment, the employer has a reduced impression of the student's qualification. Students should also be informed that they may have deprived another student of the opportunity to interview.

The career planning-placement office should be understanding and appreciative of emergencies and problems which occur and impose no penalty on students in such instances. On the other hand, students simply deciding they really aren't interested a half hour before the interview time or decide they must study for a test, should not be

tolerated. Employers should be told to advise the staff of those students who were "no-shows."

Notify the students in writing that they have missed their business commitment and have failed to notify the career planning-placement office that they would not be able to make the appointment. Also tell the students they have committed a time slot depriving another student of the opportunity to have an interview.

Missed interview appointments with no legitimate excuse should not be condoned and should carry a penalty. It is within the jurisdiction and responsibility of a career planning-placement office to prohibit students with unexcused missed appointments from further use of the career planning-placement office facilities. Such action can be reversed if the student justifies an absence.

It is inevitable that you will have a number of problem interviews throughout the year. Students may indicate that a particular interviewer did a poor job, did not respond within the prescribed time, or asked questions which were legally and personally out of bounds.

Frequently, employers will identify students who have problems in interviewing because of poor preparation, poor attitude, or simply poor interviewing technique. It is the responsibility of the career planning-placement staff to pursue these problems and resolve them. If the student concern is of a serious nature, the staff should pursue the problem. Advise the student that the problem will be explored and obtain a written statement from the student. This permits accuracy, eliminates misquoting, and offers a quick capsulization of the circumstances. The student may suffer in that such action may adversely affect the employer's evaluation of the individual as a viable candidate. This should be brought to the student's attention, and depending upon the situation, a mutual agreement should be reached on how the problem should be resolved.

Failure by the staff to investigate complaints may erode the program's ethics and evoke future problems as well as produce a loss of students' faith and trust in the program.

CREDENTIAL REFERRAL SERVICE

The career planning-placement office can live and die with paper. Perhaps that is symbolic of our time and culture, but major factors affecting successful career planning-placement offices are valid credentials for the students and effective, prompt duplication and distribution of those papers to employers.

Along with campus interviews, the career planning-placement office may refer student credentials to employers who may not ask for those majors or degree levels. Some will be referred to employers who simply do not have a recruiting program at all. A brief credential referral for the student to identify the employer, the mailing address, the person to receive the credentials, and the student's name, student number, major, and other pertinent information will enable the career planning-placement office to duplicate material and have it available for immediate mailing.

Credential referrals should be made promptly, for employers may have deadlines. This usually means within the next couple of days rather than the next few weeks. This is especially true of low-demand disciplines. This service to students should be identified, along with other services available, in material distributed to students or on signs within the career planning-placement lobby.

The College Placement Council has evolved a basic credential format (see Exhibit C). This credential form was designed by a committee of placement directors and employers to meet basic requirements and to satisfy various federal and state laws. The CPC form should be the basis, if not the actual model, for on-campus interviews. The layout can be modified and adjusted to meet specific needs of individual schools. Employers prefer the standardized credential form. This form should not be confused, however, as a substitute for a resume in the off-campus job search.

Modifications of the CPC credential form frequently include the identification of the school, mailing address, and telephone numbers, as well as material and information not included on the basic form. Schools with colleges or departments of education will need to provide basic data regarding the type of certification graduates from the education program receive. It is possible to include other forms with the credential sheet, including student teaching evaluations for those in education, lists of courses that students have taken, recommendation forms, or a very brief biographical statement by the student.

Most career planning-placement offices have individual graduates prepare the credential form themselves, as few offices have the clerical staff to individually type these credentials for students. The credentials must be complete, neat, accurate, and signed by the student.

Some schools have been so constrained by budget reductions that they are unable to duplicate credential forms. They have asked students to fill out the form, duplicate a specified number of copies, and return the copies to the career planning-placement office for distribution. Some kind of marker is included toward the end of that supply so

students may be advised when their supply of credentials is low. Students are then requested to provide additional copies.

It is important that a credential referral system be available for all students since all employers of interest cannot visit the campus for interviews. It becomes imperative that the career planning-placement office obtain credentials from all students interested in seeking employment. The credential needs to have a signature permitting release of credentials to employers. This is important, not only for interviewing, but for prescreening and mail referrals (see Exhibit D).

An up-to-date mailing list of employers, and, if possible, job descriptions with qualifications which employers are seeking in candidates should accompany a solid credential referral service. Additional sources that are helpful in this respect are the CPC Annual and various directories from government sources and associations. Credential referral services are not the most efficient, but they very often are the primary method of finding jobs for candidates in some disciplines, and therefore, a necessary and important part of a total career planning-placement operation.

WORKSHOPS

Students concerned about postgraduation employment greatly appreciate the opportunity to talk with the career planning-placement staff. Unfortunately, time does not permit a large number of students to book individual appointments with professional staff early enough in the school year to become ready for interviewing. One solution to this problem is to conduct workshops around the campus at different times on subjects of interest to students.

Workshops provide the opportunity to present a great deal of material quickly to a large number of students. Regardless of the number of workshops presented, there will be students who are unable to attend and will seek many of the day-to-day appointments in the career planning-placement office.

Workshops can focus on a variety of subjects preparing students for job campaigns as well as special programs in the student employment world, such as summer job searches. Different members of the professional staff should be utilized in presenting these programs. The programs need to be scheduled well in advance and should be extensively publicized.

In addition to the formal workshop presentations of the career planning-placement office, parallel sessions may be presented under the sponsorship of student groups, living units, or academic departments. Content can be tailored to specific audiences.

Academic departments will be interested in the services the career planning-placement office offers their students. Cosponsorship of a workshop focused on different majors helps ensure good will with the academic units. Occasionally, faculty and employers with particular expertise may participate in the program.

The goals of such workshops are not only to provide valid insight and specific information to help students, but also to address and lessen the pressures that students experience when moving from student to professional status. Students encounter a great deal of family, personal, and peer pressure regarding their postgraduation plans. A good workshop program can help alleviate some of these pressures.

Specific skills cannot always be developed during workshops, but students can pursue other approaches as well, such as reading relevant publications and having meetings with career planning-placement staff or employers. Workshops will identify for students the basic areas of concern and how some of those questions can be resolved.

Effective publicity for workshops should be developed to ensure that the greatest number of students who can be helped by these programs respond. Workshops may be publicized in the weekly placement flyers as well as by posters and handouts. The campus paper may feature an article on the workshops and give a good "commercial." The major goal of any publicity is to inform as many students as possible about the workshops so that they may take advantage of such beneficial programs.

Good timing is critical in scheduling workshops. They need to be set up early enough in an academic term so the benefits will carry through most of the interviewing period. Workshops should be repeated during each academic session so that students who aren't in school during the fall term or don't graduate until spring can take advantage of early presentations offering the same basic material.

At some schools career planning-placement offices have their own video system. Universities usually have a media center which could videotape key presentations if the career planning-placement office has a video playback system. Students unable to attend the actual presentations can benefit by seeing them at the career planning-placement office.

Producing audio tapes with portable tape recorders is another way for students to get the basic essence of workshops. One problem that must be overcome is the absence of visual materials, such as slides and sample resumes, used during the workshop.

Subjects for workshops include:

- Resume Writing
- The Interview
- The College Job Market
- The Job Campaign
- The Follow-Up Interview
- Summer Employment Strategies
- Guidelines for Effective Job Seeking in Education
- Identifying and Researching Employers
- Planning a Successful Job Campaign
- Job-Search Strategies for Foreign Students
- Insights into Military Jobs and Careers
- Job-Search Strategies for the Handicapped
- Career Challenges and Women

(See Exhibit E.)

PRESCREENING

Prescreening was not a highly acceptable method of augmenting the recruitment of college graduates a few years ago. That has changed. As employers became more efficient and as career planning-placement offices became more knowledgeable about the needs of employers, a mutual agreement developed whereby career planning-placement offices have made available lists of students seeking employment. These lists can be accompanied with credentials of the students on the lists. Employers can review the lists or credentials in advance of visits to the campus. With this arrangement, employers can then preselect candidates they would like to have on their schedules, notify students of opportunities they have, and invite the students to sign up for interviews.

Prescreening is especially effective in shortage fields such as the technical disciplines, some of the business majors, and the medical areas. It is absolutely necessary that career planning-placement offices and employers become more and more efficient in arranging interviews. Prescreening certainly is one of the most promising ways to make the process more efficient.

Prescreening represents an opportunity for employers to identify attractive candidates prior to the campus visit. Many employers put considerable importance on identifying the most attractive candidates for their schedules. This can include visits to the campus by representatives well in advance of their interview dates. These visits usually involve the career planning-placement office and the academic departments in advising faculty of their impending visit and the kinds of candidates they are seeking. In addition, the employer may request recommendations from individual faculty members.

Employers frequently check with career planning-placement offices and ask if resume books or credentials of students by major, degree level, and period of graduation are available. If the institution provides these, it is usually with some charge. Such prescreening credentials may also be mailed to employers. Sufficient lead time is needed to have this material on file for duplication and mailing to employers. The employers evaluate the qualifications and identify the most attractive candidates. It is the obligation of the employer to contact the students by mail to advise them of their impending visit and desire to interview them, and to request the students to sign up on the schedule in the career planning-placement office.

Employers will request a closed or invitational schedule for only those students with the desired qualifications. Typically, these interview schedules are not publicized by the career planning-placement office but by employers in individual letters to candidates of interest. Employers should provide the career planning-placement office with lists of students they have invited for their closed-schedule interviews. Or employers may request the students to sign up on the invitational schedule at the career planning-placement office, bringing the correspondence as authorization to be on that schedule.

Invitational lists can pose problems for career planning-placement offices unless the decision is made to have a ratio of one open schedule per invitational schedule or to have unlimited invitational schedules. That is the decision of individual career planning-placement directors. The decision must be consistent with the overall philosophy of service to students of that institution. Most often, some balance is required between invitational and open-interview schedules.

Prerecruiting has been effective in the recruitment of women and minorities in instances where there are limited numbers of prospective candidates. It is also used in recruiting foreign nationals for overseas employment.

Contrary to the belief of some, prescreening can be accomplished within the law as stated in the Buckley Amendment. Whenever lists are distributed, it is important that distribution comply with the law and the interpretation given by the legal authorities of each institution.

CONFIDENTIALITY OF STUDENT RECORDS

Computer Access

Positive identification of authorized persons is a prerequisite for access to any student files. One of the first levels of security is a requirement that information about graduating students and alumni candidates only be distributed to prospective employers. It is recommended that the following statement be included as authorization by a student for release of credentials: "My credential file may be released to employers or graduate schools." The graduating student or alumnus should also sign and date this authorization. The candidates' files should carry a notation that the recipients of the file are obligated to comply with the restrictions of Section 438 of Public Law 93-9-380 (Family Education Rights and Privacy Act of 1974), which does not permit any other party to have access to the candidate's file without written consent from the candidate.

In computer files maintained by career planning-placement offices, it is recommended that each computer terminal have security access codes. In addition, each individual should be authorized to only access certain computer files. Beyond this level of security, the career planning-placement office and selected departments on campus may be authorized for access to certain computer files maintained by the career planning-placement office.

At Michigan State University, six levels of security are maintained on each computer file. Even if an intruder breaks one level of security, that person still has five levels of security to penetrate before gaining entry. To make access even more difficult, individual security keys and file access keys are changed weekly or more often if necessary.

Access to Copies

When permitting access to individual student files, only the students themselves or prospective employers may receive copies of letters of recommendation written on behalf of candidates. According to policies at some universities, copies of letters of recommendation written after January 1, 1975, are available to the candidate upon request, unless the candidate has waived right of access to a specific letter.

Any letters written prior to January 1, 1975, are confidential unless written release is received from the author of the letter. These letters may remain confidential, may be stapled to the back of the candidate's credential file and not used, or may be accessed by the candidate when written release is received from the writer. This policy, of course, varies with the institution.

Some recent research indicates that confidential letters are significantly more critical than letters written when it is known that the candidate will review them. In light of this information, it might be recommended that all candidates request nonconfidential letters so the best possible letters of recommendation are available to prospective employers and graduate schools.

FACULTY LIAISON

Faculty can be a great help in the placement of graduates. They represent a significant segment within the institution and their cooperation, assistance, and support are vital to any good career planning-placement program. Faculty strongly affect the interests, desires, and opinions students have of the employment world. For these and other reasons, the identification of specific faculty members as "faculty liaisons" can strengthen the career planning-placement function in many ways.

The career planning-placement staff should communicate all pertinent information to the liaison person(s) for appropriate distribution to the liaison's department, school, or college. This helps keep the faculty's knowledge of the working world current. A faculty liaison can open up a reciprocal flow of information that is difficult to develop otherwise. Career and academic advising can be greatly enhanced through a solid faculty liaison program.

Faculty contacts may extend invitations to the career planning-placement staff to make presentations to classes or submit other information and opinions to curriculum committees, academic departments, and deans, advising them of many of the trends among their students.

To make faculty contacts easier for students and employers, an abridged faculty directory of key people on the campus can be produced. Such directories identify deans, department chairs, designated faculty liaison staff, and other faculty whom employers may wish to contact. The directory should include office addresses and telephone numbers.

Chapter 3

Placement by Disciplines

AGRICULTURE PLACEMENT

The agriculture major represents a unique discipline on any college campus. Agriculture as a major is not offered at a number of colleges and universities, but at those schools where it is included, there are major differences in employment interests and types of employers seeking agriculture graduates. Employers are quite different from those seeking graduates in business, engineering, education, and other disciplines. (Colleges of Agriculture are present in land-grant schools as that is a requisite of the land-grant program.)

At present, over 50 percent of the enrollment in agriculture programs in the United States come from urban, rather than agricultural, backgrounds. The interests in employment then are far, far different from what was historically true of previous ag graduates. The types of employers these students generally seek are:

1. The agribusiness industry. This includes agricultural production with corporate farm operations and agriculture-related sales, including financial organizations focused on servicing the agribusiness industry.

2. Government employment. The United States Department of Agriculture, as well as the Department of the Interior and a number of other federal, state, county, and municipal agencies, are historic employers of agriculture and natural resource graduates. Agencies primarily seek forestry and conservation majors.

3. Education. Elementary and secondary schools in farming communities maintain a strong vocational agriculture department. This is focused on students who will not go on to further education but are kept current through the various 4H programs and other activities within the vocational agricultural program at the high school.

Agricultural extension programs in the land-grant schools serve the farming communities in counties all over their states. These extension specialists are employees of the college, work and live in counties they serve, and attend frequent seminars on the campus to remain current on new developments which affect their constituencies.

College-level teaching in agriculture and natural resources areas is an employment possibility when candidates pursue the doctorate and seek employment within a university where programs are parallel to

those in which they have their competencies. Keeping the faculty up-to-date on the decisions and kinds of options available to students in the college is extremely important.

Many of the faculty need to be told, sometimes repeatedly, that government employment opportunities are limited. Some faculty members encourage their students to go after government employment and represent that as the employment source. Students should be encouraged to pursue any employment of interest. Telling them that they can anticipate federal or state employment is being unresponsive to fact. Graduates should pursue these openings but should also look at alternatives.

Many College of Agriculture students are pre-veterinary medicine applicants planning on graduate admission. If their admission to veterinary programs does not develop, these students qualify for and pursue employment outside of graduate enrollment in a professional school.

Specific facts and figures from research available to the career planning-placement offices should be brought to the attention of department heads and offered in in-service programs for the faculty and advisors. Career planning within some agriculture departments is an extremely significant part of their activity. Career planning, which is treated extensively later in this book, should focus on the desires of the individual and the flexibility necessary. Candidates cannot be prepared to do only one thing in our culture. Statistics show that this rarely occurs and that few people do the same thing most of their working lives.

There is limited campus recruiting opportunity for agriculture students. Employer visits are far less frequent than in many other disciplines. This means that agriculture students need to prepare to take their job campaign to the employer rather than wait until late in the spring after openings have been filled.

Students need to be encouraged to do an effective job of career planning and waging an effective job campaign. This means devising special programs within the career planning-placement office for agriculture students and helping them become equipped to go after the employer rather than passively waiting and expecting.

The career planning-placement office, in conjunction with academic departments, faculty, and advisors, can produce workshops specifically geared to the agriculture student. Such approaches can also assist the agriculture student in letter-writing campaigns and in pursuing jobs which may be posted within either the career planning-placement office or the academic department. Faculty contacts are especially productive in agriculture. Students most assuredly should pursue networking, specific job listings, and campus interviewing, but cold-approach writing and sending resumes to employers also needs to be encouraged.

Agriculture students will frequently feel undesired and neglected by virtue of the fact that employers have not come to the campus in any volume looking for them. Their sense of worth is seriously damaged by this lack of traffic. These students need to be reassured that employers are interested in them but may not be acquainted with the services available on the campus or the techniques possible to approach qualified graduates. Additional aid should be extended to these students.

Programs very similar to those which can effectively be used for liberal arts and social science graduates need to be enlisted and developed for the agriculture student. An employer for many agriculture students may be a practicing farmer, or a manager of a relatively small operation. Quite often, these employers' perceptions and personnel skills are limited. They simply may not know the various services available at a school to help them contact and consider candidates. Inviting these employers to use the career planning-placement services and identifying the services available can be done through the mail. This kind of recruiting-the-recruiter can help develop and increase the job volume for agriculture students.

The career planning-placement officer may have access to many professional and fraternal groups within the campus agriculture community for presentations to students. Programs for classes and for advising faculty members and advisors of career planning-placement services are extremely critical in dealing with this very sensitive aspect of employment, which will not compete with other campus recruiting.

ARTS & LETTERS AND SOCIAL SCIENCE PLACEMENT

Some programs in the social science field are career oriented, such as criminal justice, social work, and urban planning. Students in these areas do not experience many of the problems outlined below since they have identified and worked toward an employment objective in conjunction with their academic major. However, most arts and letters and social science students have curricula designed around a major area of interest rather than a specific career goal. For the purposes of this section, these students, whose academic major does not reflect a particular area of employment, will be referred to as liberal arts students.

Liberal arts students present one of the greatest challenges facing career planning-placement offices today. Since their programs are not usually career oriented or directed, these students often have not developed an awareness of their own particular skills, to say anything of knowing how such skills fit into the world of work. In addition, their professors are usually completely centered on the scholarship of their own subject areas, with no consciousness of how the skills that they help develop relate to areas of employment outside academia.

This problem becomes compounded as statements appear in prominent journals and magazines that business people see a need for more liberal arts students in business. Armed with this reassurance, students then show up on the career planning-placement office doorstep demanding to be told where these jobs are; what they are; and, incredible as it may seem, what their own skills are.

In preparing to meet the challenges this situation presents, the career planning-placement officer must become thoroughly acquainted with the liberal arts curriculum and faculty, establish early and constant lines of communication with the students, and speak with as many employers as possible to establish just where in an organization these students fit and the minimum qualifications needed for serious consideration. In other words, the career planning-placement officer must take definite steps to educate not only the students and faculty members, but, in addition, the employers themselves.

Curriculum

The first step to take is to become aware of both the strengths and the weaknesses of the liberal arts curriculum from an employment point of view. Most programs are flexible and allow for a great deal of individualization, both within the major requirement as well as in the elective areas. Consultation with an academic advisor in each department, after reading standard requirements in the college catalogue, will establish just how much leeway students have and what types of courses are recommended. The flexibility of these programs can be used to build an especially strong, marketable academic sequence; or, on the other hand, an especially weak program, if courses are chosen haphazardly or if the curriculum is used to avoid "difficult classes." Each student's academic program is individually tailored, and the career planning-placement officer must be able to see at a glance what that particular program has to offer.

Employers

Knowing the range of possibilities the liberal arts curriculum has to offer, the career planning-placement officer now needs to come face-to-face with employers. Direct questioning will identify suitable positions for liberal arts graduates and the types of student electives needed for such positions. Would the student need a math background? Would computer science courses or business courses increase a student's desirability? Ad infinitum. After talking to a number of employers, itemize these requirements. Patterns will become visible. Information should be documented so that students and faculty alike can be told that a particular organization is interested in hiring liberal arts

people in a specific area, but that basic qualifications must be met. Then, a specific list should be provided.

Faculty

Faculty members are in direct and continuous contact with students, and their input and interest are highly valued by students. Therefore, the career planning-placement officer can make great strides by developing appropriate departmental contacts and liaisons. Since faculty in the liberal arts areas are frequently more subject oriented than career oriented, these contacts require continuous and diligent efforts, much more so than in other areas.

With declining enrollments, most departments are very willing to find and appoint an interested representative from their ranks to be responsible for communication between the college and the career planning-placement office. They know that the more marketable their major area of interest can prove to be, the more students will be enrolling in their classes. But, the career planning-placement officer must provide the faculty liaisons with appropriate and accurate information. The liaisons, in turn, can provide important input into curriculum design and can educate their colleagues as to the employment possibilities that exist for their majors.

Hopefully, this will be felt in the classroom environment. As faculty members become more and more cognizant and vocal about real job opportunities and the curriculum planning needed to obtain these positions, the more students will be able to identify and establish their responsibilities in these areas. Moreover, having reliable faculty contacts will enable the career planning-placement officer to identify appropriate students upon request by employers.

Students

Since curriculum planning and awareness is at the core of the liberal arts student's marketability, early contact with these students becomes essential if the career planning-placement office hopes to reduce the need to deal with the panic-stricken graduating student who has no idea at all about functional competencies or an employment objective--a frustration to all parties. Through class and club presentations, workshops, and career seminars and programs, students need to be told:

1. Outside sources, such as faculty members and career planning-placement officials, can advise and suggest ways and means to achieve goals, but they cannot establish those goals for another individual.

2. Curriculum flexibility can be a great strength but also a weakness; the decision is theirs.

3. All students should know why they have selected a particular liberal arts program, which can be chosen for several reasons:

- To provide a flexible, well-rounded academic background while career interests are developed and explored. The key here is to be sure it is well-rounded, with the development of quantitative skills as well as communication and human awareness skills. This means improving weaknesses as well as strengths so that a firm foundation for any future choice will be present.

- To provide an appropriate background for graduate school. Graduate school admission requirements should be kept in mind in designing the curriculum and thought should be given to how best to supplement that program should the student--for whatever reason--decide not to go on to graduate school.

- To prepare for entry into an already designated career. In turn, the student should validate what the entry requirements really are and should be sure to provide for them in the best possible way.

- To provide an opportunity to take only those courses of particular ease and/or interest. This, too, provides legitimate criteria for selecting and designing a curriculum, but both academic and career planning advisors should emphasize that the choice, and therefore the responsibility, belongs to the students.

4. Job campaigns need to be well organized and firmly directed. To be as effective as possible, resources and objectives should be outlined early in the senior year.

Career Planning-Placement Services

The career planning-placement office must be particularly diligent and aggressive in obtaining listings of job vacancies and notices for liberal arts students. Since their curricula are so flexible, employers cannot be sure what even the general qualifications of a candidate are without examination of the individual's credentials. Thus, employers are naturally reluctant to open an on-campus recruiting schedule to them. Students, therefore, must activate very vigorous independent campaigns, and the career planning-placement office should expend energies and resources to assist students in identifying appropriate opportunities.

Obviously, a career planning-placement office, if it is to carry on all of these activities, must have a representative trained in and available to the liberal arts areas. Since academic programs are designed on a one-to-one basis, one-to-one consultation regarding careers is also often necessary. This demands time and a special awareness of the needs, strengths, and weaknesses of the liberal arts major, coupled with a continuous contact with employers from both the public and private sectors.

BUSINESS PLACEMENT

Students graduating from a College of Business tend to be very job oriented. Specific employers, specific kinds of employment, location, and other factors representing definitive direction are frequently present when you are talking to the student who is from the Business School.

Some students have identified business generically as an interest, but have not refined their focus to any kind of employment. These students need considerable assistance in dealing with different majors, the variances in the academic requirements, the kinds of jobs for which those graduates are recruited, and career choices and patterns within their program. Frequently, business students have a strong interest in obtaining graduate program information. They may or may not pursue a graduate degree immediately following graduation, but they may defer graduate work to a part-time pursuit while holding down a full-time job.

General business students within a College of Business frequently have no professional targets whatever. The whole business world sounds attractive to them, but they cannot identify either their strengths or the employment options which they wish to pursue. The general business major is more likely to identify employment interest as a "management development training program." Students who identify broad ranges of functions must be assisted so they can resolve some of their questions and can establish basic targets. Nebulous goals of "something in management" will not produce a positive response from employers. Such students are categorized as immature and are passed over due to the available numbers who can identify goals more effectively.

There are a great many differences in both objectives and supply/demand in undergraduate business programs. The accounting student will be more definitive in an objective than will the general business student. The demand for students within an accounting discipline will also be far greater than for most other business majors. Information from past research by the career planning-placement office will help put some of these things in perspective.

The MBA represents a very different kind of employment/placement problem. MBAs with undergraduate degrees in business disciplines tend to be very specific in the kinds of employment they wish and in the kinds of employers they seek. They should be encouraged to pursue a broader range in their interviewing and in their job campaign so they can have the greatest of confidence when they select a position.

MBA students with nonbusiness undergraduate degrees sometimes are at the same level of career planning as the general business major. If undergraduate disciplines include education, liberal arts, sciences, or engineering, their perceptions of many of the business activities are most limited. The career planning-placement staff will need to work extensively with these students to help answer basic questions, describe kinds of responsibilities, options, and other professional career paths open to them.

Some of the College of Business disciplines will quite obviously have less employer demand. In these cases, the career planning-placement office needs to provide additional interview opportunities or identify employers to whom these students can write directly.

Students with business degrees at the bachelor's level frequently will ask the career planning-placement staff for direction as to which schools they might apply and consider for graduate work. The staff should be as aware as possible of the strong programs to which individual students might be encouraged to apply. Geographic and financial consideration and academic abilities will all influence the suggestions the staff can make to a particular student. Catalogs of graduate schools should be retained in the career information center.

All students should be encouraged to start their preparation for a job campaign as early as possible. Workshops early in the fall for midyear as well as spring graduates can be significant in preparing and motivating students. All students will not participate, but the availability of these programs will turn out numerous students who can pass on key information to friends who may have had conflicts with workshop times or simply chose not to attend. Academic departments within the Business School will also be cooperative in sponsoring programs.

Business students, no less than other graduates, should be encouraged to develop a focus and identify priorities and values while still retaining flexibility. If the student projects an inflexible attitude to an employer, an immediate problem arises.

Faculty should be kept up-to-date on job trends, the employability of their graduates, and hiring trends. It is a distinct benefit to both the academic community and employer groups to get faculty and employer representatives together whenever possible. Meetings of faculty and recruiters can be fostered at coffee breaks or luncheons.

Special programs, featuring speakers from among the visiting recruiters or from home offices, may also be presented. Faculty members can also take advantage of the employer willingness to share insights by having recruiters talk to classes.

Frequently, far more employers may be willing to assist in such programs than a group is able to accommodate. In most cases, the employers will accept being kept on a waiting list for a future opportunity.

The career planning-placement staff must be well acquainted with the academic programs, including courses, faculty, and the differences among academic majors. Familiarity with similarities and differences will be called upon when employers inquire about other suitable disciplines for a particular position. It is also necessary to identify whether students in parallel programs may interchangeably interview when employers specify one but not the other. It may be very attractive to students to be allowed to interview for more than their own major, but if those qualifications are not in line with the employer's need, a disservice is being done.

Liaison between employer, faculty, and the university in general represents an opportunity and responsibility for the career planning-placement staff. Many of the academic community in the College of Business belong to professional associations with the placement and recruitment practitioners in that field, not just other academic types. Many new faculty members will not be acquainted with many of the employers and will relish the opportunity to become familiar with the opportunities available.

Helping faculty and employers become acquainted may generate additional revenue for scholarship grants, equipment, or an opportunity for student clubs to visit a conveniently located employer. The students, as well as the business program and the university in general, benefit greatly from such cooperation. The career planning-placement office will benefit from having a liaison list available of not only department chairpersons, but also of key faculty members who welcome the opportunity to talk with employers about their graduates and about their programs.

Student clubs may offer the opportunity for employers to make presentations to the members and to help prepare students for the challenging and sometimes intimidating employment process. Frequently, student organizations elect new officers during the spring of the year. The opportunity to contact new presidents or program chairs in the spring, volunteering assistance in setting up programs for their students the following school year, is generally accepted with great pleasure.

You can volunteer assistance for business majors by cosponsoring special programs for the members of a club or the college. Such presentations are geared to the employment techniques and outlook pertinent to that major. Presentations should be done early enough in the school year so that a large number of students will respond and benefit from the program. Little help is derived if such programs are scheduled late in the spring when most of the students have interviewed extensively and have made employment decisions.

Business students need to be aware of the many different aspects of a total job campaign. In many high demand majors, students feel that they need only to interview to be offered a job. They fail to give real thought to their approach, may not even prepare a resume or do anything other than simply respond to the notice that employers are interviewing on campus. Programs should be presented which help the graduating students identify their own directions, develop resumes, prepare for interviews, and wage a total job campaign. Business students can also take advantage of networking approaches to the job market, as well as classified ads.

Students frequently interview among a very broad range of employers and may receive more than one job offer. These offers can be from employers who are in competition with one another or who are totally different. One of your most important roles is helping students identify the factors which will help them make valid employment decisions.

Business majors need as much help as any other major on the college campus. There is a perception that, because of a relatively high demand for these students, they need less assistance than others. This is not true. The student in the College of Business may be in a major in high demand but may be no better prepared to enter the employment world than the student in the lowest demand major. The career planning-placement office needs to encourage these students to represent the university and, more importantly, themselves as well as they can at a very significant point in their lives.

COMMUNICATION OR MASS MEDIA PLACEMENT

The challenges facing a practicing video-journalist, technical writer, or public relations specialist just barely surpass those faced by near-graduates seeking their first full-time employment in communications. Candidates seeking a job in the mass media usually face tough competition from an abundance of candidates, stiff demands from employers for experience, a limited number of openings, and rapidly changing employment opportunities. Recognizing this, the career planning-placement office must help students approach career planning and a job search in a variety of ways.

A combination of services should be available, including campus interviews, credential referral services, individual employment listings, periodicals featuring vacancies, private advising sessions, workshops and career programs, and library materials. Optimally, a person experienced in communications should head this program due to the individual's added insight. This person should be knowledgeable not only of career choices and job-hunting techniques typically related to mass media employment but also of appropriate career alternatives.

The most effective way for a communication graduate to seek a job is through the self-directed job search, whether the person is going into public relations, advertising, filmmaking, radio, television, books, newspapers, or magazines. The career planning-placement staff should teach and coach the job-seeker while supplying as many leads and campus interviews as possible. The determined candidate, while using all services available, will take the lead in personally seeking out potential job openings through professional and social contacts before the openings are widely advertised.

Innovative modifications to traditional on-campus interviewing procedures will increase the number of campus visits by employers seeking communication graduates for both discipline-related employment and alternative employment. A variation of the well-established traditional method of campus interviewing where employers request students by academic discipline is to have the career planning-placement office encourage employers to request students by their career goals instead.

Another variation to traditional campus interviewing procedures is to have graduating students submit credential forms, resumes, and written and/or videotaped samples of their work to the career planning-placement office for transmittal to a specific employer with a specific opening which has been listed with the office. The employer may then select appropriate candidates and arrange for campus interviews. By allowing prescreening to be combined with open application procedures, there is every likelihood that the number of campus visits by employers will increase.

To supplement the first two job-seeking methods (professional and social contacts and campus interviews), the career planning-placement officer will encourage job-seekers to review specific openings listed in trade and/or professional publications such as Advertising Age newspaper and Editor & Publisher magazine. Periodicals listing specific openings exist for almost every career field. Although not an extremely productive method, some candidates may choose to apply to prospective employers that have not advertised openings. Employer directories exist for most occupational fields, including O'Dwyer's Directory of Corporate Communications, Standard Directory of Advertising Agencies, and Broadcasting Cable Yearbook. The career planning-placement office

should have a current collection of career information, employer directories, and job-search information available for student use.

In the communication field, it is occasionally productive for the candidate to use the walk-in method of job application. By simply walking into the employer's headquarters and applying on the spot, a candidate has been known to land the job. Candidates have also been known, however, to regard the walk-in method as costly and nonproductive at times. The walk-in method is not as widely used today as it once was.

Without exception, persons serious about mass media careers should establish strong records of paid, intern, or volunteer experiences while completing their degrees. The career planning-placement office should help students as they progress through college to gain these valuable experiences. Although grades and course selection continue to be important to employers, career-related practical experience is the prime factor employers seek. Due to the stiff competition candidates face in this field, it is imperative that the career-minded person gain relevant experience. The cooperation of faculty, alumni, and career planning-placement officials in helping to arrange such experiences is highly desirable.

Membership and active participation in relevant career-oriented professional societies should be stressed by career planning and placement advisors. Active members often gain leadership skills and, by gaining access to practicing professionals, develop additional knowledge of their field. This can lead to important job leads. Professional societies in communications include, but are not limited to, The Public Relations Student Society of America, Sigma Delta Chi (Society of Professional Journalists), and Women in Communications, Inc.

As an alternative to employment in mass media, many communication graduates decide, for various reasons, to enter fields not traditionally considered to be communication areas. Due to their extensive training in oral and written communication, these graduates often make excellent employees in a wide variety of areas such as sales and marketing; personnel administration; training and development; restaurant, hotel, and retail management; and government. Stressing their training, strengths, and transferable skills, journalism, communication, telecommunication, and advertising students can market themselves aggressively and successfully in many job markets outside the mass media.

Career planning-placement offices should provide active assistance to these students. The staff can help students analyze their personal skills and employment objectives and determine appropriate prospective employers. The career planning-placement office should actively encourage non-media employers to consider interviewing communication graduates for jobs outside of mass media. Just as career-related ex-

perience is so very important to the students interested in media employment, it remains crucial for the students interested in non-media employment to secure career-related experience before graduation.

EDUCATION PLACEMENT

Perhaps more than most disciplines, outside of the professional academic areas of medicine, veterinary medicine, and law, educational placement is handled in a different and separate fashion from most other disciplines. This specialized handling has its merits because working with employers in public and private education and the style of hiring personnel varies from that used by business, industry, and government. Ideally, career planning-placement people handling the educational placement program should be former teachers or school administrators. If the program includes a placement program in higher education, it is recommended that the staff have experience in higher education. Also, it is appropriate when establishing an education placement program to use specialized credentials since employers of education majors seek information different from traditional business, industry, and government employers. (See Exhibit F for other forms used in education placement activities.)

It is becoming increasingly important, however, that education majors (as well as other majors) also have information available for alternative careers. Between 30 and 40 percent of the graduates majoring in education choose to enter other fields for various reasons. It, therefore, is important that the career planning-placement policies include programs whereby education majors may interview for teaching positions, and may also be available for interviews in related or alternate careers when basic qualifications are similar.

It is especially important in education placement that a system be devised to accommodate referrals by mail. Since many school districts, in recent years, have not found it necessary to visit campuses to recruit graduating education majors, these employers must be accommodated in other ways. This is particularly true because of the current supply/demand ratio. The system, however, should provide opportunities for those education employers who want to visit the campus and interview students. As employment conditions improve for education majors, interviewing facilities and staff should be available to assist these employers.

Placement services should make teaching reports available for employers, along with other credentials of the students. Copies of these reports should be available upon request, either by the school system or student. Letters of recommendation should also be filed with the education major's credentials. This is especially true for alumni in education and candidates seeking positions in higher education.

Career planning-placement offices for education majors should also provide services on how to compile resumes and letters of application for employment. These differ somewhat from the usual methods of applying for employment in business, industry, and government.

When preparing graduating students for entry into the job market, one of the most important requirements of a successful job campaign is a positive attitude. If individuals apply to potential employers with the attitude that they will not find a job, the likelihood is that they won't find a job. On the other hand, if individuals feel confident that job opportunities exist in the marketplace for them, their job potential will be enhanced.

Register with Placement

Perhaps the most important responsibility of the education placement advisor is registration of candidates so the placement office and prospective employers are informed about the availability of candidates seeking jobs for the next academic year. All graduating students should complete credential forms for placement services at fall term registration of their senior year. Then, when employers contact placement services anytime after September, the employers are given complete information about candidates available for the next year. Placement of December and March graduates is also possible if these individuals are identified and have registered with placement services.

In addition to credential forms, most career planning-placement offices encourage education graduates to include student teaching reports in their files. These reports are normally written by university coordinators and supervising teachers from practice teaching.

Letters of recommendation are also encouraged for inclusion in credentials at certain career planning-placement offices. Normally, letters of recommendation are written by former supervisors. These letters may or may not be confidential, depending on the policies of the local placement office.

Usually, letters of recommendation are not confidential unless the individual has waived the right of access to a specific letter. Letters of recommendation are normally written on letterhead stationery, one page in length, signed by the writer, and sent directly to the career planning-placement office. Students should be encouraged to request copies of their letters of recommendation from the writer if they so desire.

Lists of courses may also be included in placement fields. Transcripts usually are not included since registrars at most institutions have agreed that only their offices may copy and send official tran-

scripts. Especially for teacher education graduates and candidates seeking positions in higher education, lists of courses are very helpful. During interviews, these lists assist employers with identification of the candidate's academic strengths and weaknesses.

Alumni are encouraged to activate credential files in some offices, too. Fees are sometimes charged for these services to offset the costs of providing such services. Then when prospective employers contact the placement office and request experienced candidates, information is available for distribution to these employers.

Identification of Career Alternatives

Before graduating students can plan their job campaigns, they need to know the types of positions they are seeking. When preparing resumes, interviewing with employers, or even writing cover letters, job preferences are a major emphasis. For this reason, education graduates should have their job preferences ready for inclusion.

Several career decision-making systems are described elsewhere in this publication. If graduating students are uncertain about their job preferences, then the SIGI system, the temperament test, or other career decision-making systems may be of help.

Resume Design and Development for Education Majors

Resumes are prepared for several reasons. If graduating students prepare an excellent resume, they then become more confident of their own qualifications and are better able to present potential arguments for their qualifications over those of other applicants. Resumes for education graduates should be printed professionally and might include, if available, copies of student teaching reports, letters of recommendation, and transcripts. Resumes for education graduates may be somewhat longer than those of business, industry, or government applicants.

Career planning-placement staff members usually review drafts of resumes prepared by their graduates, which helps avert many potential errors. Resumes that are professionally printed may garner more favorable impressions for these applicants. Several references are available for assisting graduating students with resume writing.

Cover Letters

Letters of application (or cover letters) are important pieces of communication distributed by graduating students to potential employers. Each letter should be individually typed, and a resume should

accompany the first letter of application. Graduating students should be advised to be innovative but avoid gimmicks when preparing their cover letters. They should know their strengths and weaknesses and amplify major strengths in their cover letters.

Timing of Contacts with Employers

New employees are hired throughout the school year by business, industry, and government employers, but most applications to school districts are accepted from March through early September of each year. When graduating students apply to employers, they should be cognizant of these hiring cycles and prepare their job campaigns accordingly. They should know that job openings from October through February are scarce. Also, graduating students should be reminded that employers will be interviewing on their campuses during winter and spring terms, so student teaching assignments should be completed as early as possible in the senior year. Then the last term or two on campus can be dedicated to interviewing with employers and completing any academic requirements.

It is important that letters of application and resumes, as well as personal visits, are timed to arrive as employers are preparing to hire. If cover letters and resumes are sent from March through June, they should arrive just as employers are thinking about next year's new staff. Graduating students should contact all employers that interest them, regardless of job listings posted with the placement office. Especially in education, employers sometimes wait for qualified applicants to contact their offices directly before interviewing. However, contacts with employers who list vacancies with the placement office are, of course, a major source of job openings.

In higher education, contacts with faculty, major professors, and administrators will usually yield some job listings available at that level. Even in higher education, most openings are listed with career planning-placement offices from January through June. A few listings in higher education are received throughout the school year.

Sources of Vacancy Information for Education Majors

Vacancy bulletins published by career planning-placement offices are very important sources of job information. These bulletins usually list vacancies received from employers in business, industry, government, and education.

Campus interviewing bulletins are another source of job opportunities. These bulletins usually list employers interviewing in the career planning-placement office and are published during the school

year. If graduating students or alumni are unable to interview with employers who visit campus, they should send cover letters and resumes directly to those employers that interest them. Another option is to request that the career planning-placement office give the employer a copy of their credential file when the employer visits campus. Due to current job market conditions, more graduating students are usually seeking on-campus interviews than prospective employers are able to accommodate. For this reason, some career planning-placement offices have established priority sign-up systems so graduating students get some of their requests for interviews with employers who interview on campus.

Referral of candidates by career planning-placement offices is another major source of job openings. If graduating students and alumni register with the career planning-placement office, the staff can inform prospective employers about the candidate's availability. Also, the staff can inform the candidate that certain jobs have been listed. Then the candidates and the prospective employers can get together to discuss their mutual interests.

School district addresses are also needed for successful job campaign planning. Some career planning-placement offices distribute lists of addresses for school districts surrounding their institutions, since these are major employers of their graduates. For out-of-state school district addresses, the CIC School Address Directory a 50-volume directory of schools in each state throughout the nation, is an excellent source. Also available are the ASCUS Directory of School Addresses and Patterson's American Education. These references identify educational institutions throughout the country. When graduating students and alumni are seeking job prospects in specific geographical locations for higher education job opportunities, these directories are also very helpful.

College faculty are especially helpful since they receive vacancy notices for higher education job opportunities directly from colleagues at other institutions. The Chronicle of Higher Education is another major source of openings, and association publications and conferences may yield a number of job openings. State and national conventions are used by applicants in higher education with very good results.

Overseas job opportunities might be considered, if applicants are geographically mobile. American schools and Department of Defense schools hire new graduates and alumni for teaching and administrative positions throughout the world. Addresses for these schools are available from the U.S. Department of Defense and the U.S. Department of State, or local career planning-placement offices may have these materials.

Business, industry, and government are other sources of placement for education graduates. After student teaching, some individuals find the teaching profession is just not their cup of tea. The CPC Annual, directories of social service agencies, and even follow-up reports published by career planning-placement offices which list placement of the previous year's graduates are excellent sources when identifying potential employers.

Network sources are also very useful. Friends, faculty members, family, or other contacts can be very supportive and productive in locating job openings. Newspapers, magazines, and journals, especially want ads in these publications, are also helpful. Letters of application and personal visits with employers are additional sources of job openings. If employers have no current vacancies, they may be asked about openings in neighboring organizations.

Reciprocity with other career planning-placement offices, especially those in preferred geographical locations, can sometimes be beneficial. Some career planning-placement offices will accept reciprocity requests from graduates of other institutions, while other offices will not. The candidates may check with career planning-placement offices near their target areas. If they will extend reciprocity, the rules for registration and activation of a placement file may be followed, or the career planning-placement office may subscribe to other schools' vacancy bulletins as a source of referral for additional job opportunities.

Supply and Demand

When preparing graduating students and even alumni for job campaigns in education, supply and demand information is critical. The chart provided in Exhibit G is the current best estimate of the projected supply and demand situation for teachers. This chart shows job opportunities increasing for elementary and secondary educators in the near future, although this picture can be significantly influenced by the national economy.

At the current time, mathematics, science, and special education graduates enjoy an excellent market, since graduates in these majors are in short supply. Somewhat over-supplied at the current time are social science, health, communications, and some foreign language teachers. In elementary education, the job market has been over-supplied, but recent increases in the national birth rate have improved the job picture for these graduates. About balanced on the current job market are home economics, physical education, English, Spanish, German, and French teachers. Coaches are experiencing extremely high demand when individuals can teach other subjects and coach, too.

In higher education, the best job opportunities are available through personal contacts. However, some openings can be developed through the career planning-placement office.

Interviewing and Visiting With Employers

Personal interviews are extremely critical when applying to potential employers. When preparing for interviews, graduating students and alumni should know themselves and understand their capabilities. As they prepare resumes, they begin to know their strengths and weaknesses. Then, as they interview with employers, they become more cognizant of their capabilities.

First impressions are extremely vital when interviewing. Graduating students and alumni must be encouraged to dress appropriately for interviews. If possible, individuals should schedule their appointments by telephone before visiting employers. If this is not possible, then encourage applicants to personally visit directors of personnel, superintendents, principals, or other administrators in school districts. Department chairpersons and college deans should be contacted at higher education institutions. For administrative openings in higher education, directors and vice presidents are major sources of job vacancy information.

Adequate preparation before the job interview is very important. Graduating students and alumni should become familiar with the employer's location and their major characteristics. Sometimes faculty at the universities, the career planning-placement office staff, and career information centers are excellent sources of information about prospective employers. Friends and personal contacts may also provide useful information. The more graduates know about an employer, the better they will interview. Candidates should be encouraged to arrive early for interviews, to talk with local business and school people, and to look around the employer's location before the interview.

An interview outline may be helpful as graduates prepare for their visits at the prospective employers' locations. Individuals should develop eight to ten of their most important qualifications so they can discuss them with proficiency and confidence when visiting employers.

Questions for the employers should also be prepared. As students visit with employers, some interviewers will turn the tables and ask applicants if they have any questions. At that point, students should be prepared to take the offensive and ask for specifics about the employer's job openings, curriculum being taught, facilities and services, support personnel, employment benefits, organization policies, community support, and living conditions. All these subjects are appropriate for discussions during initial and subsequent interviews.

Once a graduating student or alumnus has signed a contract, the job campaign is finished. They should not contact any other employers, even if better job opportunities are presented to them. Ethically, an individual is committed for the length of the contract once a contract has been signed.

Follow-up and Thank You

Thank-you letters are much appreciated by employers after interviews or visits to the employer's location. This is an appropriate gesture that will bring excellent results.

Also, informing the career planning-placement office about acceptance of employment will assist with record keeping. At the end of each placement year, follow-up reports are prepared by many career planning-placement offices. For recording information in these systems, placement offices need to know the names of graduates, their new employers' names, the city and state of the new job, job title and starting salaries for purposes of calculating starting salary averages.

If career planning-placement offices provide their graduating students with proper training before sending them off to contact employers, their placement results should be very good. The national economy is the only factor that will significantly influence these results. If job opportunities elsewhere in the economy are difficult to find, then openings in education are doubly hard to locate. However, proper preparation will prevent poor performance in the job market.

ENGINEERING PLACEMENT

Engineers are problem solvers who apply scientific knowledge to use the materials and forces which nature supplies to produce useful products. Since engineers produce new products, or improve existing products, their services are in demand, and demand has generally exceeded the supply of graduating engineers each year. Because of this, employers have found that the most effective way to fill their openings for new engineers is to visit and recruit them on the campuses of the schools which have engineering programs.

Since campus interviewing is the main method which employers use to identify and hire graduating engineers, it is important to have a member on the career planning-placement staff who can understand and relate to the needs of these technical employers. This person should, ideally, have an engineering or at least a related science background. Business experience is also helpful. This background will enable the career planning-placement officer to work effectively with engineering students, the faculty, alumni, and employers.

Specific services and programs should be developed and integrated for these four groups:

Students

Engineering students are generally practical and systematic by training and nature. As such, most will be self-starting but will need help on the methods and timing of the process to locate employment. A particularly efficient way to help them is to offer a series of workshops which cover topics ranging from those of general interests on the methods of conducting a job campaign to those aimed at very specific subjects such as what to wear for interviews, or how to research employers. Conducting workshops for groups of students will provide information which will take care of the needs of many students and reduce the number who need individual assistance.

While engineering students are good technical problem solvers, they often lack good writing skills. Sessions on the preparation of effective letters and resumes will help many students. Handouts, with examples, should be prepared and distributed. Students also need help with oral skills. This can be dealt with, in part, with a program on successful interviewing techniques where verbal communication is a key factor.

Engineers are educated in a specific branch or field of engineering such as mechanical engineering or civil engineering, but engineering jobs involve specific functions in an organization like research or design. Many students are not familiar with this basic difference and need assistance to understand what work is done in the various functional areas. A good career information center should be developed to provide this information.

Engineering students are usually aware that employers come to campuses to interview them in good numbers. This may lead to a false sense of security, causing some students to postpone writing their resumes and interviewing. They need to be apprised that most of the on-campus interviewing occurs during the fall and winter months. A student graduating in June who begins a job campaign in the spring is at a distinct disadvantage. It is also important that students understand that they should supplement campus interviews by initiating direct contacts with some employers.

Employers

Organizations recruit on campuses where they can get results. When employers arrange campus interviews, they are seeking graduating engineers for positions which frequently require very specific techni-

cal skills. Interview schedules must be set up so that the candidates on the schedules are in the disciplines specified. A career planning-placement officer who is knowledgeable about the engineering fields can understand employer requirements. It may be possible to help employers find additional candidates by identifying other programs from the College of Engineering which may also satisfy their needs.

Employers often want to conduct prerecruiting activities to identify engineering candidates in advance of their campus interviewing. Programs should be set up to accommodate this. Credentials of graduating engineers should be available. Information should also be prepared to help employers contact faculty, advisors, and student organizations.

Engineering recruiters follow salary trends carefully, and the career planning-placement office should collect and compile this information. It also is very useful to students.

Organizations frequently like to send information describing their operations, products, and services to aid engineering students who are researching employers prior to requesting interviews. This reference material is very important to help students determine if they meet the technical requirements of openings, and a system must be developed to collect, organize, and make it available. Methods for this are outlined in other sections.

Faculty

The faculty should be an integral part of an effective placement effort. They can add an important dimension and can, in turn, benefit also. They should be available to meet with recruiters to exchange information. Key faculty members should be designated as contact persons between the engineering department and the career planning-placement office.

Alumni

Services should be available to help engineering alumni with job changes and to assist with information about career changes. Alumni are also important contacts in their organizations and may themselves hire graduating engineers.

There is an additional element which involves all of the above groups. Work experience, preferably related to the technical field of each candidate, helps students verify the choice of their field, and it also develops further skills which employers favor. Programs should be developed to help engineering students find part-time, summer, and co-op experience.

HUMAN ECOLOGY PLACEMENT

The career fields related to the academic study of human ecology are many and diverse. Likewise, the career planning-placement services offered to students and employers must be many and diverse. Graduates seek opportunities not only in education and government, but also in human services and health care administration, business, and communication. Therefore, many of the career planning-placement services described elsewhere that are designed for students in education, public affairs, social sciences, business, and communication will be useful and vital to human ecology job seekers.

A solid system of on-campus interviewing for positions in all career fields should be available to human ecology students and employers. Realistically, the traditional system of on-campus interviewing will be primarily used by education employers and employers seeking human ecology candidates in business areas such as merchandising management, sales, and restaurant and food service management. On-campus interviewing opportunities should be promoted to all potential employers, however. The education, training, and experience gained by students of the human ecology curriculum can prove to be quite valuable to employers not traditionally associated with this field.

By modifying traditional and/or restrictive on-campus interviewing procedures and creating more accommodating methods of establishing schedules, you may attract numerous employers to human ecology graduates. These methods include allowing prescreening and encouraging employers to request students by their career goals rather than solely by academic discipline.

Employers may choose to visit campuses to interview candidates in the other human ecology areas such as public health, institutions, child care, housing, recreation, social welfare, and associations. Other employers responding to more innovative on-campus interviewing procedures may be interior design, textile manufacturing, nutritional research, food processing, banking, and communication areas such as public relations and writing.

Because many human ecology students seek employment in areas crowded by job seekers, they should not depend solely on campus interviews. A concerned career planning-placement office will offer well-publicized and marketed credential referral services. This is especially important in education and social service administration. Also, periodicals listing vacancies and individual employment listings should be sought and made available to students.

Human ecology job seekers must have an active, self-directed job campaign. In addition to the use of career planning-placement services and resources, near-graduates in human ecology must directly contact

prospective employers, faculty, and alumni for employment possibilities. By seeking out, researching, and contacting employers who do not visit campus or send vacancy notices, candidates will enhance their job prospects.

The career planning-placement office must promote and support these self-directed job campaigns by offering individual advising sessions, workshops, and a comprehensive collection of materials in the career information center. The collection should include occupational files with the latest salary data, supply and demand information, career planning books describing alternative careers, and addresses of related professional societies, directories of prospective employers and graduate schools, and audiovisual materials on resume construction and interviewing techniques.

In addition to trade books and textbooks about this field, good sources of general career exploration and employment search information include the United States Department of Agriculture and the American Home Economics Association (AHEA), particularly the AHEA section entitled Home Economists in Business. Related to almost every career interest is a professional interest organization willing to supply relevant information.

Active involvement in student societies related to the student's professional objective should be recommended--chapters of organizations such as the American Home Economics Association, the American Society of Interior Design, or the American Dietetic Association. Such involvement better acquaints undergraduates with their chosen career field and requires them to develop organizational and leadership skills.

Vital to the human ecology candidate is on-the-job, internship, or volunteer experience. A good career planning and placement operation will actively help the academic departments arrange such experiences. While completing classroom assignments, beginning undergraduates should be guided and assisted by the career planning-placement office to work on a paid or volunteer basis with employers related to their career objective.

If the student's ultimate goal is to work with a profit-making company, for example, experience during college should be gained within business or industry, not with a social service or government agency. However, should a student intend to enter the field of administration of human or medical services, it is essential that you endeavor to help make available part-time employment or an internship with relevant organizations which emphasize service, not profit.

Strong and positive relations between the career planning-placement office, the college, alumni, and prospective employers will

enhance every part of the placement support offered graduating human ecology students.

SCIENCE PLACEMENT

A wide range of job market conditions exists in the science fields. Engineering placement has been dealt with, and much that pertains in that area applies to science placement in general.

The career planning-placement office should have a staff member with a science background to work with students, employers, faculty, and alumni. This will facilitate communication and understanding with these groups who often deal with highly technical terminology.

For some fields of science, traditional on-campus interviews will be a major method of finding jobs. This will be the case, for example, in chemistry, mathematics, and physics. Fewer employers, however, conduct campus interviews for candidates in fields such as biology, zoology, and physiology. Programs and services should be set up to accommodate needs which will vary greatly for different fields.

Many of the services and programs developed for engineers will be useful to people interested in, and involved with, other science fields. Students in many of these fields, however, will need more help to develop a job campaign to identify and contact employers directly. Resources for this should be available in a career information center. The fact that there are fewer campus interviews for some science majors sometimes leads to the misconception that no jobs are available. There are jobs, of course, but the students need to learn the methods to find them.

Students who are interested in any of the sciences should be advised that, while bachelor's degrees may be sufficient to obtain employment, the jobs may not match their levels of expectation. A higher degree may be required to have the best chance for career advancement. This is particularly true in programs which produce generalists while employers are seeking specialists. Advanced degrees are not guarantees to jobs, however, and students may find themselves going from the frying pan into the fire. Some students complete their doctorates only to discover that they still cannot find employment. They must then take a post-doctorate with low pay while the job search stretches on.

Other students obtain their bachelor's degrees in various science fields hoping to use this background as a stepping stone to prepare for admission to graduate programs in one of the medical professions. Many are not accepted and are not prepared to seek employment. Their difficulties are compounded by their disappointment. Special counseling and assistance will be required to help these students.

Students graduating with doctorates may seek employment in business, industry, or government, but they also may be looking for positions in academia. The methods used to find nonacademic jobs are very different from those for academic positions, and the career planning-placement office needs to provide counseling and assistance about the differences.

Students completing some programs at the bachelor's level will not look for employment, but will be seeking internships which are required before they can enter their professions. This is the case for medical technologists and other health fields. These students are usually required to have letters of recommendation, and the career planning-placement office should be able to assist them by establishing files for these letters and forwarding them to organizations upon request. Candidates for academic positions also need this service.

As is the case for students in many nonscience fields, some related work experience in addition to the academic training of science students, particularly the generalists, will enhance their chance of finding employment. Programs and services should be available to help them find part-time or summer work. Co-op jobs and internships may also be available and students should be encouraged to participate in these programs. Science students should also be advised that carefully chosen electives may equip them with knowledge which employers find particularly useful. The courses may be in nonscience areas, particularly business courses. With the ever-growing use of computers in all facets of work, some computer courses are advisable.

Employers are constantly seeking students with science backgrounds for jobs in marketing and technical sales. Students interested in this work should acquire some sales experience while attending school.

An effective career planning-placement office will provide the array of services, programs, and counseling indicated above. The extent and breadth of what must be done will depend on the particular disciplines which are offered at each school.

Chapter 4

Special Programs

INTERNATIONAL PLACEMENT

Most career planning-placement offices do not have an international placement program, but there are a few who are involved in the placement of foreign nationals and U.S. citizens who want to work abroad. There is no question that with the development of the multinational corporations in America, the need for a global placement system similar to our national placement system is in the offing. In another decade, such programs will be a standard operating procedure for many placement offices.

Those interested in setting up an international placement program should develop a system similar to all other programs for special groups. Employer contacts have to be handled through the mails more than for the usual interviewing schedules, but such methods can be productive once communications are open with employers.

Many universities handle placement of foreign students through the Foreign Student Office. This may work well if adequate staffing and facilities are provided, but for programs of any size, placement of foreign students is best handled through a well-managed career planning-placement office, in cooperation with the foreign student office, for all the reasons that all other students are handled through a career-planning office.

International placement is becoming more important to the business world and to students. Large numbers of organizations either have international operations or international affiliates. This multinational activity represents opportunities for both American and foreign students to work abroad. Frequently, the entry-level positions are in the United States, with the potential of overseas assignments in the future. In some schools with a large foreign student enrollment, foreign organizations come to the campus to interview foreign nationals for assignment in their respective countries. In other cases, they may seek individuals with particular academic qualifications but who also are fluent in the host country's language.

International placement is both attractive to and desired by students on most campuses. Students have great curiosity about foreign employment, and one member of the career planning-placement staff should be knowledgeable and assigned to handle the needs of both employers and students.

At many universities, lists of foreign students can be produced to satisfy the foreign employer or the American organization seeking foreign nationals of a particular country. Foreign openings for U.S. citizens are not opportunities for which most college candidates are hired directly. Rather, they represent a possible future assignment to which they may be promoted. Generally, individuals who have the choice of accepting international responsibilities are more senior in experience. Experience with specialized areas, then, is usually the determining factor, rather than interest in foreign assignment.

CAREER DAYS

There are all kinds of career days, career nights, career seminars, and other similar programs that can be carried out by the career planning-placement office. These programs serve several purposes:

1. They focus the attention of the university community on careers.

2. They bring employers and students together to discuss careers in a very efficient manner.

3. They accommodate large numbers of students in a short period of time on subject matter that can best be handled in large groups as compared with individual counseling.

Some career programs promote special projects, and these are worthy. It is a mistake, however, if the career programs are strictly promotional devices with nothing behind them that will result in employment of college graduates. Perhaps some of the most successful career programs have revolved around the minority career days, women's career days, summer employment fairs, and various specialized career days for marketing clubs, transportation organizations, fraternities, sororities, etc.

No single format is best. Each institution should work out a format that meets its needs, and each career planning-placement office may sponsor several of these programs a year, for, in addition to providing good, solid information for students, they help to continue that "presence" so necessary for the career planning-placement office to maintain.

Career days which draw employers from a broad range of organizations for informal talks on campus with students can be of value in many ways. Employers from diverse endeavors can present an outstanding opportunity for students to have informal access to people with varied perspectives, needs, and experience. These career days should be geared to freshmen and sophomores as well as those approaching gradua-

tion. They are not established as an interviewing activity as much as for their informational access.

Career days, in the minds of employers, students, and faculty as well, tend to be identified with the career planning-placement function on campus. It is to the distinct advantage of all if career planning-placement cosponsors or serves as advisor to the group sponsoring such an activity. Continuity from year to year and professionalism can be maintained most easily with the same advisor.

The image the school presents at career programs---to employers, to its staff, and to its students---needs to be positive, organized, and professional. Some career days are hastily put together with no insight into the problems associated with organizing a well-operated program. When these programs are less than successful, criticism frequently is directed at the career planning-placement office since it could have and should have helped to avoid such a dilemma.

Career day programs need to be set up well in advance of the actual event. Two months is simply not enough time to put together an effective program and produce the expected response. A career program held late in the spring just prior to graduation is not effective timing. Employers will find it easier to accept fall invitations when their interview schedules are more easily adjusted and there is less pressure on the employer to produce large numbers of candidates for internal referrals. A fall career program also serves as a good kickoff for the actual campus interviewing on any individual campus.

A year's lead time works extremely well with employers who can then reserve that time before lining up interview schedules at other campuses. Many employers like to bring elaborate displays or signs. Employers must have enough lead time to either obtain the materials they wish to bring or have them designed, built, and shipped. All career days do not accommodate the industrial type display, and if not, that information should be conveyed to the employers along with the invitation. If heavy displays are to be sent, arrangements need to be set for storage so that they can be delivered to the display area within the appropriate time. Table setups with sign boards identifying the various employers are very popular.

Participation by employers in career days should be by invitation. The career planning-placement office can identify those employers who are attractive to students and will help turn out large numbers. Invitations also help avoid overloading in any particular area. Alignment with student interests and career directions produces increased student participation.

Invitations should be sent to employers well in advance to provide them time to consider budget, displays, staffing, and potential con-

flicts. The invitation letter should list the person who can be contacted to answer basic questions about space, participation, other employers, anticipated student response, and other questions that help an organization decide whether it will participate in such a program.

Student involvement in the planning and execution of a career day program is an aid in turning out students. Care should be taken to represent a broad range of students from different activities and living groups so that the career day program is not interpreted by other students as an activity of a particular student group or major rather than a broad-based event.

The planning should come under the direction of one staff member who coordinates the committee activity. Committees may be organized by function, with students responsible for special activities.

Budgeting such a program can be a significant undertaking. The costs of printing, food, space rental, advertising, and labor, all represent a drain on career planning-placement office funds. It helps if such an activity is cosponsored with academic and student groups. This is more advantageous than asking employers to pay for their participation.

Many career day programs are financed by fees or charges to the visiting employers. Some schools may attempt to raise funds beyond costs. Fees present problems all the way around and are not recommended. Many desired employers, such as government agencies and educational institutions, are unable to participate when fees go beyond actual expenses.

The handling of funds, and the subsequent paperwork, poses unnecessary problems. With the collection of fees lies an obligation to deliver student traffic and volume to justify the fees. Fundraising is more effectively and professionally handled by the development office.

It is not at all rare to find student groups, clubs, and departments involved in the same career day program. Care must be taken to avoid confusion and conflicts for employer participants, students, and other committee members. Each group must have a defined role. Departmental staff in the academic units will be very pleased to encourage their students to participate if they know what to expect and if they see benefits for those students in helping identify personal goals--and perhaps goals which utilize their academic programs.

Extensive announcements and promotional materials are necessary to inform the campus of the program. The advertising committee should be responsible for distributing such materials to residence hall programs and for postings in academic departments and classrooms wherever possible.

Follow-through is critical. Assigning an individual a particular job does not mean it will be done. Responsibilities need to be well supervised to make certain that the various chores are handled in an effective manner. Double-checking is necessary to make certain that things are, in fact, done. Meetings with all organizational groups also assure that assignments are carried out in a consistently thorough manner with all organizational groups.

Career day programs need both student and faculty turnout. It is important that both of these groups express their appreciation to employers for their support and their participation in the career program. All career planning-placement staff members should attend such career days, introduce themselves, and again express their appreciation.

Career day programs represent a valuable link between employers and the student body. The programs provide an opportunity for students to chat informally with a cross section of organizations and gain insights into many different occupations and employers. The credibility of employers adds greatly to information available from career planning-placement offices and faculty. When those responsible for hiring say the same things, the acceptance by students is greater.

ACADEMIC CAREER PLANNING COURSES

This is a controversial issue in some institutions, one that varies with each college and university, depending upon its academic philosophy. There is merit in having a course in career planning and placement with academic credit. There are arguments against it, also. Regardless of the merits of credit versus noncredit courses, such courses can be helpful to students in focusing their ambitions.

Career planning courses will help many students begin to identify their own interests, to examine a number of academic majors, and to confront many basic values and priorities which contribute to their effectiveness in planning long-term goals. Career planning courses may be informally conducted on a noncredit basis. In other cases, such a course may be assigned to an academic department and credits may be given students taking the course. Most often, career planning courses are offered on a pass/no pass basis rather than having assigned academic grades.

Career planning courses should be prepared with freshmen or sophomores primarily in mind and should be designed to meet their needs. Enrollment, of course, may include juniors or seniors, but the content should be aimed toward the early college student who is trying to make a number of key decisions about academic and professional career issues. The focus of such underclass programs is on the exploration,

planning, and flexibility necessary in career planning. A class syllabus outlines the expectations of the course and identifies various projects and assignments to be undertaken by the student and by the class. Classes frequently have a meeting in the career planning-placement office for a tour of the facilities and an explanation of many of the basic aspects of using the office during their academic life.

Outside speakers from the commercial, government, and educational worlds add a significant dimension to a career planning course. Speakers carry more authority and credibility when they come from outside the college or university setting. Many guest speakers will cite factors and talk about their own experiences in selecting a major or things they wish they had known when they were students. Outside speakers may bring materials which help show the varied qualifications required for different jobs in their organizations.

Career planning courses must not be geared to lecture formats, but to action by the enrolled students. Panels, presentations, or lectures by speakers certainly are fine, but the course should not be structured around them as the major activity. Preparing the student to investigate and make valid decisions is the goal: a lecture system does not condition the student for the decisions which can and must be made.

Projects directed toward identifying personal values, priorities, and talents--all outlined in the syllabus and in subsequent handouts--help students come to grips with many of the basic things they must consider. You may also want to consider tests which identify some particular talent or priority. These may include SIGI (System of Interactive Guidance and Information) or similar computer-based exploration systems.

Additional projects include having each student research and prepare a brief paper on different kinds of jobs which may potentially be of interest, the academic preparation required, license and graduate-degree requirements, if any, and where those jobs may be found, not only by employer identification but by geographic location. The papers should include conversations with people currently working in different occupations.

Students are better able to identify some of the academic factors involved in career planning through projects in which they explore different academic majors, language skills, computer background, and grade point average requirements for acceptance. Students may investigate the number of interview schedules available to different academic majors.

Looking into follow-up material to see what actual employment decisions were made by previous graduates in different majors, the cities in which they found work, their job titles, and their entry-

level salaries helps students move from folk tales and mythologies to the reality of what happens to graduates in specific fields. The students also become more facile at identifying resources within their own school. Talking to a number of juniors and seniors in those majors helps students consider some of the options those people have explored and found helpful in determining employment goals.

A career planning course will give students better insight into the whole educational process and its role in the employment world. This kind of approach helps the students come to grips with their own values in a far more effective way so that they can then tailor their academic programs to help satisfy the personal goals they have identified.

A number of schools have very successfully produced career planning courses. However, a major factor must be dealt with in many academic units: the appropriateness of employment-related programs in an academic curriculum.

If a formal course is offered, it needs to be aligned to some academic unit in order to be represented in the university catalog. Credit will need to come through an academic unit.

The goals of a career planning course are multiple and should include information on the following:

1. The nature of work;
2. The relationship of a university education and the employment world;
3. The importance and objective of establishing and planning a career;
4. An individual's targets, focus, and status in the job market;
5. The importance and objective of establishing and planning a career;
6. Tests;
7. Identifying areas of employment interest;
8. Determining one's skills and abilities of importance to employers;
9. Job hunting in today's employment market;
10. The importance of the first job;

11. Planning a total job campaign;

12. Identifying employers who seem to fit personal objectives;

13. How to apply for a job;

14. The interview;

15. Making employment decisions;

16. Evaluating progress while in a career.

This kind of course causes a student to confront values and interests and to recognize that good jobs don't just happen. Some individuals do luck into positions and obtain tremendous opportunities by happenstance, and these people are frequently used as an example. That, however, is not the way most individuals obtain their employment.

Since career planning proves so beneficial to students, both in designing a meaningful academic program and in obtaining a job upon graduation, the college or university should do all it can to assist students in this area. If specific career planning courses prove to be out of the question for whatever reason, workshops may be offered as an acceptable substitute. Career planning-placement staff members are usually the best resource available on campuses to plan and present these workshops, with outside speakers being called in as appropriate. (See Exhibit H.)

EEO PROGRAMS

It is the responsibility of every career planning-placement office to ensure that assistance is extended to all students regardless of an individual's race, color, religion, national origin, sex, age, or handicap. Minorities, women, and handicapped students should be actively encouraged to use and take full advantage of all services offered by the career planning-placement office in order to maximize their job search.

While women have generally found their way into the "mainstream" of placement activities, many minority and handicapped students have not. Particularly helpful is establishing liaison and maintaining close contact with student organizations and units that have heavy usage by these groups. There linkages can lead to quick and efficient communication.

It is important to remember that, in addition to the regular services offered to all students, other complementary activities are often needed to address the unique career planning and placement concerns of

minorities, women, and the handicapped. Such activities include: conducting individual advising and workshops on effective job-search strategies; including the career library resources and publications which encourage the pursuit of more marketable degrees; hosting a career job fair through which students and employers can make contact; presenting career awareness information at special programs initiated by the career planning-placement office or other campus units; and serving as consultants to employers who have affirmative action plans.

These activities should not serve as substitutes for the career planning-placement services for these student or to discourage participation by minorities, women, and the handicapped in other placement activities. Rather these program should be viewed as one segment of the total scope of services designed to assist students in the best possible way.

EEO can be a big problem for career planning-placement offices if not handled properly, and it is not the purpose of this publication to go into all the rules and regulations of Equal Employment Opportunity. The important thing to remember is that it is essential to understand the law and to support and enforce the law with all employers, students, and the people with whom they do business.

CPC offers much information on this subject. Specifically pertinent is Career Planning, Placement, and Recruitment Law: A Source Book for Practitioners.

WOMEN'S PROGRAMS

In the late 1960's, special employment programs for women graduates were developed by a number of employers. Women, prior to that time, had concentrated on "traditional" majors. The number of women in engineering and business majors was very small. To meet compliance goals and demonstrate objectivity, employers went after a broad range of academic majors and provided specific internal training which gave the new employees the needed skills.

The distribution of women among the majors on college campuses is relatively complete. As a result of the decisions of new college women to major in some of the nontraditional programs, separate recruiting programs for women are no longer needed. Women will appear on more interview schedules without the efforts and intercessions of a placement staff member devoting full- or part-time effort to augmenting schedules.

More important is support information which focuses on career examples and options rather than on entry openings. Special seminars will help with the availability of off-campus speakers and personal experience adding credibility for student audiences.

AFFIRMATIVE ACTION PROGRAMS FOR THE HANDICAPPED

Appreciating the concerns of the handicapped involves special attention from the career planning-placement staff. Many employers are now actively seeking handicapped individuals, and a forward-looking career planning-placement office develops such a program and places someone in charge of establishing help for these students. The program should be centered around the handicapped and can be organized similarly to those designed for minorities and women.

PLACEMENT IN THE MILITARY

The military services offer opportunities often overlooked by students and career planning and placement advisors. College graduates can often gain more valuable experience during their first four years after graduation as military officers than in many traditional entry-level positions. Since most civilian occupations have military counterparts, college graduates can usually pursue their chosen specialty in one of the Armed Services. Opportunities exist for all academic majors and, in some fields, the military offers the best and most varied careers.

As officers, college graduates have opportunities to:

1. Manage people. It is not unusual to have new lieutenants responsible for the supervision of 10 to 200 personnel of varied ages, experience levels, educational backgrounds, and career fields.

2. Be held responsible and accountable for various functions, activities, and/or projects. No matter what their experience, new officers are not relegated to the status of "go-fors" as many new college graduates are in industry.

3. Develop their written and verbal communication skills. Because of their managerial responsibilities, they learn how to conduct meetings, give presentations, and communicate with their superiors, contemporaries, subordinates, and the general public.

4. Work with "state-of-the-art" technology. This is not only true in the engineering field, but also in the areas of medicine, management, and education, for example.

5. Work with industry. Normally, they deal with the supervisors of their contemporaries who entered industry.

6. Attain special skills. No other employer will train them to fly, manage a flight control center, become an astronaut, gather and interpret intelligence data, etc.

7. Continue their formal education. They have numerous opportunities to obtain advanced degrees at no cost while receiving full pay and crediting time toward retirement.

8. Develop a personal lifestyle based on integrity, pride in accomplishment, individual responsibility, and the continuous nurturing of mental and physical abilities.

9. Earn salaries comparable to, and for some academic majors, in excess of, their contemporaries.

10. Invest their time in an attractive retirement plan that can enable them to pursue a second career at a relatively early age. The 20-year retirement plan permits them to change careers at approximately age 42. The experience they obtain and the contacts they make while in the military very often permit them to begin their new careers significantly above normal entry levels.

11. Serve their country. The personal pride they can take in knowing they contributed to the preservation of our unique way of life is something they can find nowhere else.

Functions

The career planning-placement director should assign a professional staff member responsibility for the area of military careers. This person should be responsible for:

1. Developing an expertise and keeping current on military career opportunities.

2. Distributing information on military opportunities to appropriate staff members, academic counselors, and faculty.

3. Establishing and maintaining a liaison with recruiters from the various military services.

4. Supplying the Career Information Center with current data on military careers.

5. Conducting workshops and special programs on opportunities in the military.

6. Advising students on military career opportunities and procedures.

7. Advising alumni who are in the transition from military to civilian careers.

Chapter 5

College Placement at Smaller Institutions

The small college or university, whether private, community, or state supported, has the same service function to students as the larger major universities. But there are some obvious differences. How the small college handles these differences, capitalizing on advantages and muting disadvantages, will determine its success. Most of the programs mentioned in this book can be used in the small college operation at varying levels of sophistication.

The small career planning-placement office has a number of distinct pluses upon which the wise director will capitalize. Obviously, one is the close personal contact with students; the one-on-one sharing of career goals and job-search strategy; and the individualized direction of that job search. Closely related is the ease of access to faculty for evaluation and the availability of the faculty for assistance in the job search. Another distinct advantage is the immediate match of potential candidates with current positions.

The flexibility permitted in the small college allows many resources to be marshaled. In addition to the faculty, alumni can be actively involved in the placement process. Some will contribute job leads. Some will send newspapers or directories from their areas. Some will act as job-search coaches for graduates seeking employment in the areas where the alumni reside. Many times, alumni will encourage their own employers to recruit on the campus of their alma mater, thus providing another source of corporate recruiters for the college. The current employee can be one of the best advertisements for the school, but the small-college placement director must actively work with the alumni office to insure that this important resource is fully utilized. The fact that each alumnus was probably known personally by the placement director during the graduate's days on campus is a major advantage in this regard.

This close student contact can make career planning and job placement a highly personal and rewarding effort. The matching of an individual's abilities and interests to an appropriate open position can be done quickly, providing the student with an advantage over other potential candidates. When a college has a small number of graduates in a particular curriculum, it is possible for the career planning-placement director to know the student well, to be able to inform the student personally of immediate openings, and to urge prompt follow-up. Graduates in teacher education, for example, can be informed the day an appropriate job announcement is received, and an interview can be set before the same announcement is widely publicized.

In the small college, faculty contact permits quick and valuable evaluation of students and interaction of faculty and employer representatives can be facilitated. In this setting, it is possible for recruiters to interact directly, either at luncheons or on other occasions, with administrators and faculty concerning those students in whom they have a potential interest. A faculty member responsible for career direction of majors within that department can be a valuable ally. Through this individual, training sessions in the job search can be set up and familiarity with the career planning-placement operation can be established.

Faculty, too, can be encouraged to "think placement" in realistic terms if they are asked for employer leads and are actively involved with employers. These faculty contacts with employers have the added advantage of feedback from the recruiters on the success of the alumni. This feedback can be used to strengthen the institution's academic programs and insure that they are current, while meeting the needs of major employers.

Communication with students and the public is easier on the smaller campus and can help the career planning-placement office map an effective route for students in their job searches. Beside the usual institutional job bulletins, exchanges with other institutions should be enlarged. Lists of employers who have previously hired graduates are valuable. Guidance from alumni in the form of job announcements from their localities can open new doors.

Communications can be faster with other comparable institutions in the area. If geography permits, as in an urban setting, small private and community colleges can band together to share job openings and to cooperatively host job fairs. Such efforts will often attract employers who would not visit any one of the campuses singly. In addition, colleges can cooperatively plan joint interviewing sessions. For example, a group of employers (such as CPA firms) can be encouraged to set up interviews at one central location and several colleges can send graduates for interviews. This can be a "win-win" situation for both the employers and the educational institutions involved.

The more obvious uses of communication with students through the campus newspaper, talks to classes and groups, a career day, and workshops on job-search techniques can promote the goals of the career planning-placement operation. The smaller operation, by its nature, must be highly innovative. Some geographically remote institutions have experimented by videotaping interviews with graduates which are sent to potential employers. Resumes may soon be sent via computer modem, and other rapidly developing technologies will continually create new techniques for the creative small-college career planning-placement director.

To further emphasize the importance of the resume and how it can reflect small-college living, one school in the Dakotas developed a special "extra curricular" resume detailing their campus activities and how they relate to the world of work.

The resume format can be used effectively to advertise the college itself. There are many profile forms to tell the college's story, and the resume of the college is another option.

Attendance at meetings of professional organizations can enhance a student's knowledge of work and build professional contacts. To facilitate student opportunities, a list of professional organizations in the area for students to visit or join can be prepared.

Many advantages inherent in a creative small-college career planning-placement office have been cited. Admittedly there is a corresponding list of inherent disadvantages in the small-college operation. Some of the more obvious are often a small budget, limited staff, lack of "name" to attract employers, and, in many cases, a remote geographic location.

A number of steps may be taken to stretch a small budget as far as possible. Some of the more obvious are a charge or fees for services, potential earnings from career or job fairs, gifts or donations from alumni, and cooperative efforts with other colleges. Sometimes services can be obtained from the counseling center, the library, or the secretarial science department. The college print shop, if one is available, can sometimes provide inexpensive reproduction of resumes. Alumni resumes may also be kept current on in-office word processing equipment for an annual fee.

Alumni can be key people in the job-search process, and can provide free information for students. Alumni can be encouraged to send newspapers, company job listings, and other leads from the areas in which they reside.

One of the most important budget considerations is the administration's perception of the value of the career planning-placement office. The college's chief administrators must view the job-placement role as a vital function--an important element in both recruitment and student retention. Such an understanding of the career planning-placement office's functions requires a vigorous public relations program conducted by means of annual reports, newspaper articles, faculty involvement, publication of research findings, and job bulletins. Brochures describing the functions of the office are valuable tools not only for the potential graduate, but also for the freshman student, for the parents of prospective students, and for the chief administrative offices of the institution.

The lack of name recognition for the smaller institution presents a constant challenge. Some employers tend to identify some small colleges only with a particular academic program or dismiss all small schools as "liberal arts" institutions. One small college facing this situation used a nationally broadcast radio talk show as a vehicle to introduce the school and its graduates to a new audience. In this example, the college arranged for some of its accounting graduates to be interviewed on a late-night talk show. This exposure resulted in follow-up job interviews and ultimately placement for some of the graduates. The radio show itself introduced the college and its programs to a whole new employment market.

Students who participate in internships, co-op programs, and other summer experiences can be valuable ambassadors for the college, but frequently they must be encouraged to do this. Alumni, obviously, are a major contact with employers and can tell the school's story. Again, alumni must be guided to speak up about the college and its programs.

Geographic restrictions (if the college is far from the major labor markets) can be addressed through aggressive promotion of the curricula offered, cooperation with other colleges and universities in the general area, and by capitalizing on the strengths of the geographic area. One college in a far-northern, prime tourist area on the Canadian border offers free accommodations on campus during the summer to recruiters and their families who have interviewed on campus during the winter. There are obvious advantages to both parties. The college campus is seen by the recruiter during ideal weather, and its facilities can be toured at leisure. The recruiter enjoys an inexpensive vacation trip while cementing ties to the institution.

No single effort can dramatically increase the effectiveness of the small-college career planning-placement operation, but a combination of enthusiasm and innovation can improve both the visibility of the college and the employment prospects of its graduates. It requires a continually fresh look at the operation, a willingness to experiment, and an opportunistic ability to continually capitalize on both the strengths and the weaknesses of the small-college setting.

Chapter 6

Alumni Placement

Most career planning-placement offices extend some service to the alumni of their institution. In the field of education, this has been a more traditional service since the student teaching evaluation forms, letters of recommendation, and certification information are part of a long-lived file maintained by the career planning-placement office and are a critical part in the school-system evaluation of candidates. These credentials need to be revised and updated frequently to keep the candidate's paperwork up to date.

Service to noneducation alumni should also be extended. This service varies from one school to another, but frequently includes the following:

1. Staff consultation with the career planning-placement office--the opportunity to obtain current information on employment trends, specifics of employer openings, what the individual alumnus needs to do to explore jobs, as well as identifying the services available to them within the university.

2. Credential referral service in which the career planning-placement office initiates action and refers alumni to openings in line with their stated interests, qualifications, location and salary requirements, and also responds at the request of the individual alumnus by mailing credentials to employers of interest.

3. Bulletins which identify organizations listing positions with career planning-placement, key information regarding degree level, experience requirements, salary information when available, and the persons to contact regarding available employment openings.

Credential forms for alumni are different from those used for the graduating student. The alumni format tends to consist of two pages, far more like employer application forms than the form used for graduating students. With alumni, letters of recommendation, particularly in education, may be used. With regulations regarding privacy laws, it is important to have a form which the individual signs and dates permitting the release of the background information to potential employers.

If individual alumni wish to have a resume used in lieu of the credential form and the career planning-placement office finds that acceptable, the credential form is still required to be at least partially completed. This partially filled credential should include the individuals's name, dates of attendance, major, degree levels, mailing

address, signature, and date, so that there is no dilemma in releasing this information. (See Exhibit I.)

Career planning-placement services to alumni vary among schools. In some offices, separate individuals are identified for alumni placement and they deal exclusively with the alumni traffic. In other approaches, the staff alignment is vertical, so a staff member works both with currently enrolled students and alumni. This is particularly valid when the career planning-placement office staff specializes in academic majors or colleges.

One staff member should be responsible for the alumni service, to monitor alumni mailings, credential forms, various bulletin services, and workshops available to alumni. The alumni service tends to be a minor part of the office traffic but constitutes very large volume in the credential mail service. In some instances, the alumni association office maintains close liaison with the placement staff member who handles alumni.

Reciprocity has declined in the past few years. At one time, it was relatively common for career planning-placement offices to extend comparable service to alumni of other institutions who requested their assistance. Reciprocity required a letter from the placement office at the individual's alma mater. With economic difficulties, declining staff, and greater demands from their own alumni, reciprocity is a far less typical service now. Some institutions, however, still choose to extend assistance to non-alumni.

Job matching of alumni with vacancies is not a superficial thing. It needs to be done with great deliberation and consideration so that the time of the career planning-placement office, employer, and the individual alumnus are not wasted on openings which are in line neither with employer requirements nor with alumni objectives.

Computer usage helps expedite alumni referrals. Individual alumni currently in the referral system can be matched from the computer terminal and then the matches can be refined by reading through the credential forms to identify variances which would cause an individual to be eliminated as a candidate.

Alumni may be notified of each and every referral. This is an approach which requires considerable time and expense. This process identifies, through mail, the name of the employing organization, mailing address, contact person and title, telephone number, the opening which exists, and the location and salary information when available. Alumni are informed that they should make direct contact with the employer to affirm their interest in the position.

Alumni referrals pose a unique problem. Most alumni are not protected by a contract which insures their employment. Though contracts are the norm in education, alumni in business, industry, and government have no such coverage or protection. This means that the confidentiality factor is a very real one and must be protected or alumni will be storming the gates in no time whatever.

Thus, the career planning-placement office must be careful never to refer individuals to their present firms or another division of those firms for their current employment status could be compromised. If this does not cause the alumnus to be dismissed summarily, it will certainly embarrass the person and potentially jeopardize future promotions. As a result, the career planning-placement office must maintain this confidentiality with great caution and enthusiasm. Any referral must be double-checked by another person to make sure that no one is referred to a current employer.

Job listings asking specifically for alumni should be duplicated and made available for consideration. These positions should be organized by type of function or by college and major.

These job listings must be kept current. The files should be purged regularly so that openings which are no longer open are removed. Otherwise, alumni will rightfully become skeptical of the validity of the whole system. Listings should be removed as employers notify the career planning-placement office that various positions have been filled.

Different systems are available for alumni consideration of job openings. In a few offices, computer terminals are used for this purpose, but more often than not, copies of the actual correspondence and job listing are utilized. These job listings represent a great resource to the career planning-placement office for information on which organizations hire which majors, kinds of jobs available, promotional avenues, and specific locations. The information is also of great value to students.

The computer represents a tremendous resource. In addition to maintaining mailing lists of alumni, the computer can be used to match employers against available candidates listed, and conversely, to enter the positions in the computer to match for activating alumni. This represents a great savings in time and helps expedite the process.

Funding poses a major problem in many career planning-placement offices which would like to maintain or retain an alumni placement service. University support is critical in this. When the university can provide this service, either through university funding or through the alumni association, a significant advantage is gained. If neither

the university nor the alumni association chooses or is able to support alumni placement, funding must be obtained elsewhere.

The solution frequently is to charge alumni for the service. Charges vary from school to school, but usually cover a period of activation lasting from six months to one year. This helps insure that alumni are not just window-shopping. Alumni who pay a fee for a service are less likely to be speculating about what might be available and attractive.

Alumni Placement Funding

The span of placement activity for alumni runs from none to a very complete and thorough program. More universities are closer to a limited alumni placement program than to either end of the spectrum. Alumni placement programs vary but might include some, or all, of the following services:

- Credential referral
- Publication of a job vacancy bulletin
- Follow-up reports on job changes
- Campus interviews with employers
- Resume services
- Credential warehousing (particularly used for education majors)
- Placement of candidates
- Seminars on such subjects as career alternatives, mid-career job changes, job-search strategies, etc.

A great deal of goodwill for the university can be developed through an alumni placement service. The cost for an alumnus to make a job change can also be greatly reduced.

Chapter 7

Computerized Placement

One of the most exciting and challenging assignments is to computerize and automate a career-planning office. To properly organize this phase of the operation, every office should have one person who specializes in this area.

When beginning the task of computerizing and automating the career planning-placement office, some basic management philosophies will be helpful:

1. If the university has an all-university student information system, be sure placement information is included.

2. Plan the office systems so they are integrated into the main university data bases. Otherwise, it will not be possible to conduct business in the career planning-placement office without access to data already created and stored by other university departments.

3. Because integration of placement systems with others at the university is a goal, compatibility of placement and university equipment is critical. For instance, a magnetic-card word processing system that will not talk to a computerized disk system will create turmoil and frustration in any career planning-placement office.

4. Assign a staff member the responsibility of liaison with other data processing and word processing installations at the university. This is critical for smooth and ongoing operations.

5. Keep the coding of information within the placement office as much as possible. Do not require that coded forms be completed and returned by prospective employers, graduating students, or alumni. Then, everyone using your services will respond more pleasantly to placement requests and be happier visiting the campus.

6. Use error listings (management by exception) rather than printouts of complete data files. With proper instructions, computers can easily and rapidly identify records that need attention.

A rather comprehensive listing of automated office systems was compiled by the College Placement Council and published in December 1982. The directory included information from career planning and placement offices with automated office systems. These systems included computers, microcomputers, data and word processing systems, and other automated operations. Respondents reported on the types of

computers (mainframe, minicomputer, microcomputer, and peripheral equipment) used by their institutions. Choices of peripheral equipment included printers, hard disks, cassettes, modems, tape drives, word processing equipment, and computer terminals.

In its analysis, CPC included information about career planning and placement offices utilizing office systems for the following functions:

- Career Counseling
- Skills Identification
- Interactive Guidance Systems
- Career Development Instruction
- Student Resume Production
- Employer Visits/Vacancies
- Interviewing Sign-up Students
- Student Job Matching
- Career/Company Information
- Summer Employment
- Part-Time Employment
- Cooperative Programs
- Internship Programs
- Grants/Financial Aid
- Supply/Demand Job Opportunity
- Alumni Career Counseling
- Alumni Job Matching
- Alumni Record Maintenance
- Alumni Longitudinal Studies
- Alumni Job Vacancy Announcements

- Student Resume Distribution
- Alumni Resume Distribution
- Employer Job Matching
- Institution Demographics
- Key Persons Locator File
- Faculty/Employer Liaisons
- Student Activities
- Student Files
- Alumni Files
- Student Tracking Status
- Employer Tracking Status
- Interviewing Sign-Ups
- Annual Statistical Reports
- Quarterly Statistical Reports
- Daily Statistical Reports
- Word Processing Letters
- Word Processing Long Reports
- Mailing Labels
- Budgeting and Accounting
- Affirmative Action
- Federal/State Legislation
- Videotape and Other Audiovisuals
- Staff Selection and Orientation
- Professional Development
- Career Days

For the purposes of this publication, only selected systems were chosen for comprehensive descriptions. These will be the main systems normally required for effective functioning of a career planning-placement office.

Candidate Listing and Matching Systems

When employers contact the career planning-placement office and request names of individuals receiving degrees and available for employment, questions usually center around either academic majors of these individuals or their job preferences. Next come questions about the names, addresses, and telephone numbers of these graduates. If the computer systems are sophisticated enough, employers will seek information about locational preferences, grade point averages, majors, addresses, as well as other details normally found on credential forms of graduating students, with appropriate approval of the students.

The foundation of any candidate listing system is the credential form collected from each graduating student and alumnus seeking placement assistance. One possibility may be a requirement from the university administration that the career planning-placement office be included in student registration at the fall term of each year. If this can be arranged, the collection of information is greatly facilitated.

Data elements for the various computer systems can be excerpted from credential forms completed by graduating students and alumni. The data elements normally collected include the candidate's name, student number, home address, campus address, up to six job preferences, two location preferences, current degrees earned or expected, expected term of graduation, home telephone number, file expiration date, major grade point average, vacancy bulletin subscription date, vacancy bulletin codes, ethnic group, and campus telephone number. Also collected are the candidate's academic majors and minors, and honors college status, if appropriate. From this information, lists of graduates can be prepared for employers as well as address labels and letters for notifying candidates about available job opportunities.

From lists of graduating students, employers can identify particular individuals who especially interest them. Copies of credential files for these individuals can be copied and provided to employers.

Prescreening lists and credentials for graduating students are provided to employers for purposes of employment only. There can be fees for both these services. If employers so desire, these lists can be sorted by major, term of graduation, and degree level.

For prospective employers seeking insight into the capabilities of your office, preparation of a report on the number of graduates receiving degrees in each academic major might be beneficial. Employers may also wish to know the numbers of students graduating each term from your institution.

In alumni candidate listing systems, similar data can be collected and stored. Then, when employers contact the career planning-placement office with specific job listings or seek candidates with particular qualifications and experiences, staff members can dip into the computer bank and identify selected individuals for referral.

Interview Sign-Up System

One of the most time-consuming tasks in high-volume career planning-placement offices is interview scheduling. This task begins when prospective employers contact the career planning-placement office about available interviewing dates. From the time correspondence begins in this process until the employers finally arrive on campus, plenty of information is exchanged.

In order to arrange appropriate graduating students on employer interview schedules, a campus recruiting information form is requested from employers. This demands a word processing function to create a letter written by the director of career planning-placement welcoming the employer to campus. Descriptions of academic majors and degree levels at the institution should be attached to this first letter.

Employers are requested to complete and return details about their desired interview schedules. Typical information collected on this form includes: numbers of schedules desired on each day, dates the employer will be interviewing, the length of interviews desired (20 minutes, 30 minutes, or 45 minutes), types of employment opportunities available (full-time, summer, internships, co-op, and part-time), citizenship required, and dates of graduation preferred.

Publicity about employer visits to campus must be prepared. Some placement offices publish bulletins identifying employers interviewing on campus, majors desired, and available job opportunities. These bulletins may be published each week during the recruiting season.

Interview request forms can then be completed by graduating students seeking time slots on specific employer interview schedules. Graduating students should have credentials on file in the career planning-placement office before they can interview. Students can complete and return credential forms at the same time they prepare their first interview request forms. (See Exhibit J.)

The next major task facing any career planning-placement office is deciding who will get appointments on employer interview schedules. In one interview sign-up system, the following factors are utilized: (1) academic majors, (2) degree level, (3) citizenship, and (4) term of graduation. If these data are already accumulated in the candidate listing system, questions about an individual's major and degree level are not needed on the interview sign-up form. Education placement offices will also require that graduates in education be certified to teach before sign-ups for interviews with elementary and secondary school systems are accepted.

Unexcused missed interviews are next on the list of factors. If candidates miss interview appointments without very good reasons, these individuals are coded for unexcused missed interviews. Then, any future requests for interviews will take this factor into consideration and lower the sign-up priority of this individual.

In this sign-up system, individuals are permitted to have two premium interview requests. This provides graduating students with a way to ask for appointments with employers that especially interest them. However, this does not guarantee an appointment. It merely gives an individual priority over other graduating students who request interviews with normal priority for the same employer.

Next, preferences for each week's interviews are indicated. Sign-ups are granted according to preferences specified by graduating students when completing their interview request forms each week. Those individuals who rank an employer with a priority of 01 are given first consideration; those who rank an employer 02 are scheduled next; etc. These are normal priority preferences.

The number of previously obtained interviews is the next priority factor. As graduating students increase their numbers of interviews, they are given a lower priority through this system. Then, interviews with employers are distributed among more graduating students so certain individuals cannot monopolize the interviewing system. It should be recognized that one graduating student can only accept one job, regardless of the numbers of interviews accepted by that person.

Interview requests are considered next when prioritizing students on interview schedules. As students seek more interviews, their priority is lowered in the system.

Finally, if individuals are still tied after all the above factors are considered, they are randomly selected for scheduling. This factor is merely used as a tie-breaker.

Since some graduating students have limited times available for interviewing, this factor, too, is considered. If graduates indicate

that they are available for "anytime," they are given the next available time. If, however, they indicate that only certain times are available, they are only assigned to those times. When it becomes their turn for sign-ups, and the employer is not available when the student is available, then the student is bypassed for that sign-up.

Mark sense forms, on which pencil selections can be read by a computer optical scanner, are an easy way for students to request interviews with employers. Each week employer schedules are numbered so graduating students can request an interview on an employer schedule by number. Then, graduating students indicate a priority for each interview request, the times they have available for interviewing, and whether or not the request is a premium request.

This information can then be read onto a computer tape and transferred to an on-line disk with minimum human effort. Early in the week before the employer visits campus, a test run of interview schedules can be prepared. From these data, staff members can call employers with overflow schedules to arrange additional schedules, if possible, and also call academic departments to inform them about light schedules when they occur.

Error lists can be provided to the career planning-placement office so student requests for interviews may be corrected, if this is necessary. Also, staff members sometimes make errors when entering employer requests for majors and degree levels. Such errors are identified through these error listings, and corrections can be made before final schedules are printed.

Error reports can be prepared, too, to help the staff find and correct any errors caused when students are not on file with the career planning-placement office, have wrong majors, wrong degree levels, wrong citizenship status, or have requested interviews for the wrong weeks, or requested priorities that already exist from previous interview requests for that week.

One week before employers arrive on campus, final schedules can be printed. At the same time, students can receive a list of the interviews which have been scheduled and those not scheduled. Students can arrange appointments on schedules that are not filled and also inquire about errors identified on their print-outs. From this system, lists of employers and interviewing dates in alphabetical and date order are both possible.

If the career planning-placement office provides employers with copies of credentials for each student who requests an interview, a card can be prepared for each request. These cards can be printed in alphabetical order by name so credential files can be easily pulled and copied. Then, two days before employers arrive, final schedules can be

printed. On the day before employers arrive, interview schedules can be organized and one last check made to insure that proper individuals are included on appropriate interview schedules.

Of course, statistical analyses can be provided for each week's interviewing. This permits the career planning-placement office to analyze the data and make appropriate corrections during the school year.

Employer Information File

The employer information file is usually the next point when designing computer systems for a career planning-placement office. Required information for contacting employers includes: employer's name, address, contact person and title, and telephone number. Details about academic majors preferred by employers are sometimes needed. Once the employer file has been created, searches for contacts with specific employers or sorts by zip code or alphabetical order by employer name are easily achieved.

Follow-Up Report System

Especially helpful when analyzing placement results are data about last year's graduates and their placement successes. Following design techniques described earlier, career planning-placement offices should only request information from graduating students that is not already available from other data files at the university. For instance, students provide the registrar's office with their addresses for mailing diplomas. These addresses can be utilized when sending follow-up surveys. Since significant information is already stated in master student records, other data that need not be collected include: name, address, sex, ethnic group, academic major, degree level, grade point average, and term of graduation. This information can be organized in a master follow-up file even before graduating students are surveyed.

Questionnaires can be mailed to each graduating student. These questionnaires should seek information about the name of the graduate's new employer, city and state, job title, and starting salary. When these data are matched with the graduate's student number, an extensive data file is created so several analyses can be accomplished. At one major university, 38 special reports are prepared from the master follow-up report file. Several samples are shown in the appendix of this book. (See Exhibit K.)

If graduating students are unemployed when responding to the first or second follow-up questionnaires, they should be surveyed again.

They can be removed from all future mailings once they have reported their employment.

Employers who interview on campus can be surveyed, too. They can provide the names of graduates hired by their organizations, job titles of graduates, their starting salaries, degree levels, and dates of graduation. From these responses, matches are made with follow-up records. This permits the career planning-placement office to update files on graduating students who have not responded to direct contact.

Faculty and department chairpersons can also be contacted. Once a preliminary draft of follow-up data is prepared, faculty may be able to provide information on graduating students who have not yet responded to surveys. On preliminary reports, blanks can appear after the names of graduates who have not responded.

From the master follow-up data file, placement rates by academic major, degree level, term of graduation, sex, and ethnic group are easily prepared. Each year, a total response rate of approximately 70 percent from all sources can be expected. These data also provide some very significant information about in-state, out-of-state, and overseas placement. The data can also indicate the percentages of students pursuing graduate studies after their degrees are granted and percentages of graduates accepting employment with agribusiness, accounting, automotive, banking, education, government, medical, and other types of employers.

Sometimes employers who utilize career planning-placement offices will request lists of graduates hired by their own organizations. Often placement office data files are more accurate than the employers'. From an on-line data file, it is very easy to print a list of graduates by organization.

Alumni Follow-Up Research Systems

To learn about the placement successes of alumni, career planning-placement offices can research and prepare alumni follow-up studies. These studies normally cover employment status, job changes, career successes, placement assists, job progressions, and effects of college courses on the careers of alumni. From these data, university administrators can make some very valid decisions about curricular successes and needed improvements at their universities.

Student Employment Authorization System

At some institutions, the student employment office reports to the director of career planning-placement. This office provides

information about part-time campus and off-campus employment and summer jobs for students. One of this office's responsibilities is approving student employees for work on campus. To achieve this goal, the student employment office can maintain an on-line data file for all approvals of students working on campus.

Since the registrar's office at most institutions collects data about the names, addresses, social security numbers, citizenships, and enrollment status of all students, these data files are used by the student employment office. In addition to these data, the student employment office collects information about approved account numbers for students, job numbers, pay levels, effective dates of hire, and termination dates. Also tied closely to these offices are financial aid data, including: eligibility factors, work-study awards, and totals for campus employment earnings to date.

It is recommended that every student on campus must receive a signed approval from the student employment office before beginning a student work assignment. Once this process has been completed, students may then continue to work until the campus department withdraws its authorization or the student quits taking courses at the university.

The computer can easily and quickly prepare special letters to indicate names of individuals who have not been paid for a given period, individuals who have been dropped from the registrar's list of enrolled students, students working excessive hours (over 29 hours per week at some institutions), and those being paid out of range for their job classifications. From these data, it is easy to notify departments about errors and to arrange for immediate corrections.

Career Decision-Making Systems

Several career decision-making systems are on the marketplace to assist career counselors with the task of helping students choose appropriate academic majors and career alternatives that will interest them. Just a few of the systems will be briefly described here.

The System of Interactive Guidance and Information (SIGI) is a computer-based program designed to help students make career decisions. This system, developed by the Educational Testing Service, is based on a humanistic philosophy that emphasizes individual values. It contains a store of occupational information, and it teaches students a strategy for processing career information. For this system, a Radio Shack TRS80 Model 12 with 48K RAM and 2 disk storage or IBM PC (or compatible) is needed. SIGI will operate on a one-drive unit, but this creates some problems. A printer and connector cable are also very helpful and extremely useful.

Other systems include the Guidance Information System (GIS) distributed by Houghton Mifflin Co., and C-LECT (Computer Linked Exploration of Careers and Training) distributed by Chronicle Guidance Publications, Moravia, New York. IBM also has its own system, DISCOVER, which has very good capabilities for high school and early college students.

In the works for introduction during the next year or two is an adult SIGI system currently being tested by Educational Testing Service. ETS expects to have this new system ready for distribution within two years.

Word Processing Systems

A major workload in any career planning-placement office is letter typing for mass distribution to graduating students or employers. In addition, numerous newsletters, vacany bulletins, credential forms, reports, and other materials are constantly being revised and published. Very helpful with preparation of these materials are magnetic card, diskette, or mainframe computer systems. A check with local microcomputer vendors or the university data processing center can help identify the latest systems on the market. New developments in this area are appearing rapidly, so any advice on this subject would be outdated by the time the material was printed and distributed.

Summary

For anyone who appreciates innovation and a significant increase in the efficiency and effectiveness of a career planning-placement office, development of new data and word processing systems will be a rewarding challenge. By starting with a candidate listing system and developing systems as time, money, and resources permit, the career planning-placement office will soon be automated. As Rome was not built overnight, spending five to ten years on this project is perfectly reasonable. By the time the last new system is reached, the first one will need significant revisions and redesign. There will always be enough work to perform in the area of automated office systems.

Chapter 8

Budget

UNIVERSITY FUNDING

A number of career planning-placement offices do not have a budget or a specific allocation. These are controlled by a separate office. One of the key essentials for establishing and managing a career planning-placement office (or any unit for that matter) is that the director know exactly what he or she has to work with. As in most operations, there are financial priorities that must be coordinated. If the director does not have a specific budget, the unit suffers, especially in long-term planning.

Any career planning-placement director who does not have such an independent budget would do well to stay clear of accepting a position under such conditions. In fact, it would be a serious impediment in evaluating the director's ability and judgment if he or she accepted a job under such conditions.

A frequently asked question is, "What should the student cost ratio be for career planning-placement services?" Rarely do you see an accurate picture painted. Following are some general guidelines that have worked. Assuming that the centralized services include interviewing, advising, a career information center, student employment, career days, workshops, seminars, and alumni placement, a general budget outline for a university of 20,000 or more students (total FTE enrollment) might be:

Budget Item	% of Total Budget
Professional Salaries	34%
Clerical Salaries	33
Printing and Copying	2
Postage	6
Labor Payroll (student wages)	8
Telephone	3
Office Supplies	4
Travel	1
Career Information Materials	1
Professional Association Dues	1
Promotion	1
Furnishings and Equipment (new)	2
Repairs and Maintenance (office equipment)	4
	100%

This will amount to approximately $15 to $20 per student. An adequate career planning-placement program covers the items mentioned (note that facilities, maintenance, custodial services, etc., are not included in those costs). Institutions smaller than 20,000 students will have to allocate a higher dollar amount per capita since their services tend to be less efficient because of the smaller numbers. Also, decentralized programs are usually far more expensive than the university aggregate, and the amounts noted would not be sufficient.

There has been much discussion in recent years about career planning-placement services being fully or partially self-sufficient and being funded either by the employers or the students on a direct cost basis. Philosophically, this is a poor approach to solving the problem.

Each institution must wrestle with this issue on an individual basis. It has been argued, however, that after students spend four or more years at a school and put thousands upon thousands of dollars into tuition and other costs, the school has an obligation to at least assist the students in their employment search. It is one of the most economical ways to help a student launch a career. The cost of inaugurating a career can be staggering.

Some institutions find that charges for alumni placement service can be justified on a cost-basis, and this has worked with some success. Charges for credential referrals, job vacancy bulletins, and those kinds of services can bring in a limited amount of revenue. But here again, the university stands to gain much from assisting alumni in making job changes so the university's expenditure for that service could be justified.

Another alternative is to have the university development fund or the alumni association underwrite an alumni placement operation under the auspices of the career planning-placement office since many benefits accrue to those offices, plus the university as a whole.

With the existing competition for jobs, it is a big mistake to charge employers for services, such as interviewing on campus. Only the most prestigious colleges might do this and not jeopardize their students' opportunities. From a competitive standpoint, most universities do not follow this pattern, and those schools that do charge could find themselves at a serious disadvantage in having employers visit their campuses.

Some universities have found value in charging for special services such as prescreening, resume books, credential lists by discipline, transcripts, etc. These are valid charges, and most institutions charge for these kinds of assistance.

GRANTS AND AID

This is an area where the career planning-placement office has to be very careful not to become too obligated to a given employer because of grants or aid it might receive for placement operations. It wasn't too long ago that employers rarely gave money to career planning-placement offices, but with the recent financial crunch that has taken place in most universities, and with most university services suffering from that crunch, some employers have made donations for the operation of the career planning-placement office.

It is assumed that none of these employers have given money expecting special favors. It would be a mistake for any career planning-placement office to treat employers who make grants differently from those who do not make grants because, once the office gets into that position, there is no end to the problems. However, if the grantor recognizes the ethics of the grant, nominal grants seem appropriate.

Some employers have donated equipment, such as computers, to make career planning-placement services more efficient and to upgrade research activities. Most career planning-placement budgets do not provide for large expenditures for computerized equipment; therefore, gifts of that kind might be acceptable since the total operation is enhanced. Career planning-placement directors who "reward" employers who make grants would be offering a disservice to their students and other employers visiting campus.

Chapter 9

Research

Perhaps the most neglected area in career planning and placement is research. Thus, there are more myths in our profession than in almost any other. Because of its importance to the welfare of the student, the university, and the country at large, it is hard to understand why more resources have not been made available for research in the many areas where information is needed. Such subjects as supply and demand, salary information, postgraduation plans for college graduates, and trends in employment, are just a few of the subjects that need to be explored, analyzed, and factored into the planning of university and employer budgets.

An infinite number of research projects can be undertaken by a career planning-placement office. These have to be determined by individual needs and priorities. However, certain basic forms of information must be compiled:

1. A follow-up report on postgraduate plans of all graduates for each year and graduating class (see Exhibit L);

2. An accurate salary survey to indicate exactly what students are paid by employers;

3. A complete report which includes every employer who hires a graduate from the institution;

4. A directory of all employers doing business with the career planning-placement office;

5. An analysis and breakdown of all hires on the basis of race, color, creed, sex, and grade point average;

6. Detailed reports for each college within the university, outlining employers seeking graduates in that college, the employers who hired those graduates, the average starting salaries, and other pertinent information;

7. A follow-up report and analysis by college of those graduates who have been out for 5, 10, 15, 20, and 25 years to see the progress they have made since leaving the university.

Many other specialized reports can be compiled once a data base is established; only a few are mentioned. But the most important single study that a career planning-placement office can put together is a

follow-up report on what happens to every graduate. Few schools do a good job of this. Unfortunately, many do not want to do a very good job of it because they are afraid of what the results will show--that, in placement, they are doing a poor job. This, of course, is all the more reason for compiling such a report.

More importantly, the report gives factual, solid information to academic and career advisors and to career planning-placement officers as to what students can expect upon graduation if they enter a given discipline. This kind of information is sadly lacking and is substituted for with much information that is inaccurate, biased, and supportive of vested interests.

Another point about research is that much information that a career planning-placement office compiles can be used by the central administration in budget planning. This is heresy in some quarters, but in days to come, it will be part of the standard operating procedure. Also, commissions on higher education in state and federal government need to have these kinds of data as one of many resources to look to when allocating dollars.

Another reason for having a solid research program in any career planning-placement operation is so the director can speak specifically to problem areas in the employment of college graduates. Too many career planning-placement personnel are not as knowledgeable as they should be about the real job market, and research will increase and strengthen the information they disseminate.

Furthermore, the research will support facts they may want to make known to students, faculty, and administrators in support of career planning-placement programs.

Another benefit of research is in providing information to the media on job market trends, the placement record of the university, and similar information. The public is always interested in this type of information, provided it is accurate and complete. If this information is handled properly and compiled accurately, it can give positive visibility to the career planning-placement office.

Chapter 10

Student Employment

Student employment--on campus, off campus, part-time, full-time, and summer--can greatly supplement a sound career planning-placement program and vice versa. One complements the other. More and more students are finding that career-related experience greatly enhances their job potential. Employers seeking full-time graduates often also seek part-time and summer employees. Thus, in making contacts for graduates, employers can also efficiently recruit summer and part-time students. A sound student employment program can be one of the best financial aid programs available.

At one university the student employment program annually employs 17,000 students in part-time jobs on campus and approximately 10,000 students off campus. The payroll for this on-campus employment is approximately $18 million per year. These earnings are a great financial help to students, and the intangible benefits resulting from knowledge about jobs, work schedules, and supervising help, are of immeasurable value to students in learning more about career paths and career planning.

Whether the student employment function should come under the financial aid office or the career planning-placement office is a matter for each individual institution to decide. Some experience indicates that, because of the bureaucracy associated with it, financial aid is best handled separate from student employment, with students "packaged" for financial aid being referred to the student employment office for jobs.

With the length of time it now takes a student to get a baccalaureate degree (approximately five years), more and more students are finding it advisable to take a lighter classload and get part-time employment while going to school. Universities would do well to recognize this need and design programs accordingly.

One of the great advantages of part-time employment is that, while students sometimes learn which career they might want to pursue, they more often than not learn which careers they do not want to pursue. More than one student has been motivated to get a particular college degree because of their summer work experiences. So, part-time employment serves a two-fold purpose.

The career planning-placement office staff, if properly managed, can generate many summer jobs for students by talking with employers who come to the campus to recruit graduates for full-time employment.

Many schools have also found that one of the best methods of generating summer employment is a summer employment fair. Employers from business, industry, government, education, camps, and resorts are invited to attend and are given the opportunity to talk to students on an informal basis. These jobs are not always the highest paying--especially in camps and resorts--but many students opt for this kind of employment and find it a worthwhile experience.

Summer employment is best handled by the student employment office if that function is organized under career planning-placement office. In this way, part-time student employment and summer employment can be coordinated.

Summer employment can provide career-related work experience to students who are unable to obtain it through co-op programs or part-time employment. Summer employment, student employment, and co-op programs all complement the career planning and placement function, and are well worth the time and energy expended to insure they are adequately funded, staffed, and managed.

Philosophy

Work is an essential "educational experience," and as such, employment opportunities should be made available to all students regardless of their financial need. Part-time and summer jobs enhance a student's chance of obtaining employment upon graduation. This philosophy is the basis for the student employment office being a part of the career planning-placement office as opposed to the financial aid office. While this philosophy is not shared by all placement officers, it has some distinct merits.

A centralized student employment office, under the director of a centralized career planning-placement office, works best since it draws undergraduates into the career planning-placement office early in their college careers. Freshmen come to view the career planning-placement office as the place to obtain information about employment opportunities. Interviewing opportunities for internships, as well as summer and part-time jobs, are listed in a weekly placement bulletin, along with those for regular full-time employment for graduates. Employers interview summer, part-time, co-op, and intern undergraduate candidates within the same system and facility used by employers who interview graduates seeking full-time jobs. Workshops are conducted to help students seeking part-time and summer employment.

As a result, undergraduates develop the habit of reading the weekly placement bulletin, attending workshops, using the facilities, and participating in the interview sign-up system. By the time the undergraduates are seniors, they already view the career planning-placement

office as a familiar, helpful, and friendly operation--not as an office they seek out in a state of panic during their last year in school.

Functions

In general, a centralized student employment office (SEO) should serve as the focal point for student jobs (on and off campus, part-time, full-time, summer, internships, co-ops, volunteer, and graduate assistantships) and as the "personnel office" for on-campus employers and employees. It should be responsible for the following specific functions.

Policies and Procedures

The SEO should have the authority to publish a "Student Employment Manual" that contains policies, procedures, job classifications, and pay rates for on-campus employment. The manual should be distributed to all departments and student employees on campus and should be reviewed, revised, and updated annually. It is essential that the authority to establish policies and procedures be vested in the SEO.

Employment Processing and Records

On-campus student employees should be required to process through the SEO prior to beginning work. The SEO should be the only university department authorized to place a student on the payroll. Such an arrangement enables the SEO to:

1. Insure the student meets enrollment requirements;

2. Verify the student's financial aid status (work-study, etc.);

3. Insure the student is being hired at the correct job classification and pay rate;

4. Maintain and control employment records;

5. Control the student employment program.

Job Vacancy Listings

A SEO should operate an open listing system whereby on- and off-campus job vacancies are posted and made available to all students. Students should be permitted to review listings and contact employers directly for interviews. This process, in itself, is a valuable

learning experience for students. Such an open system also provides students equal access to job opportunities. In addition, it permits the SEO to handle a large number of job vacancies. For example, one SEO has posted as many as 43,000 job vacancies yearly. These jobs represent a tremendous source of financial aid to students.

Referral

Ideally, in addition to posting job vacancies in an open listing system, the SEO staff should interview, screen, and refer a number of students to each employer who lists a position in addition to those students who make direct contacts from the listings. Such a system would required the SEO to establish, monitor, and control an Affirmative Action Program. However, if the SEO staff is too small, the referral service should be restricted to helping a limited number of students and employers with special needs.

Grievances and Complaints

A formal grievance system for the resolution of complaints against on-campus employers should be established and administered by the SEO. One or more staff members should be responsible for counseling students with complaints and advising students on how to proceed with their written grievances. A final authority should act as the arbitrator on all grievances. That source should have the authority and render final decisions which are binding on campus employers and employees. A student's only recourse, if dissatisfied with the arbitrator's decision, should be the university ombudsman or an off-campus agency such as the Department of Labor or the courts.

It is highly recommended that the temptation to establish a committee to hear and resolve grievances be vigorously resisted. Since it is very common in academia to establish committees to resolve problems and disputes involving students, pressure may be brought to bear on the SEO to set up such a committee and to incorporate it into the grievance procedure. Experience has shown that the one-person arbitrator system is the most efficient and effective method. It has provided swift and fair resolutions to student grievances--resolutions that have been accepted by all parties.

Complaints against off-campus employers should be handled in the same manner. Although the head of the SEO does not have the authority to direct an off-campus employer to rectify a problem, the official can be very persuasive in convincing the employer to do the right thing. The SEO's leverage, of course, is the free listing and referral service it can provide or deny an off-campus employer. This leverage can be very effective in most dealings with off-campus employers.

Data and Research

The SEO should constantly compile data on the demographics of the on-campus student employee workforce. For example, the head of the SEO should know how many students (men, women, minorities, and work-study) are employed by the various employers, what those students are paid, how many hours they work per week, and in what types of jobs. An on-line computerized payroll/personnel system provides access to such data. This data is essential to the decision-making process at all levels of university management. It also serves as the basis for periodic reports to the president and board of trustees. Such visibility is important to insure support for SEO programs.

Academic Association Programs

The SEO should serve as the single point of contact and the controlling agency for all specified employment programs associated with academic departments such as internships, co-ops, and graduate assistantships. This arrangement enables on- and off-campus employers to establish one point of contact rather than having to deal with several departments with varying procedures and requirements.

Volunteer Programs

The SEO should also serve as the focal point for nonpaying volunteer jobs. Many students can gain valuable, career-related experience by working in a volunteer capacity. For some students, this may be the only way for them to gain experience in their field. Government agencies, political organizations, and nonprofit community groups provide the majority of opportunities in this area; however, it can be a worthwhile venture for students to also seek placements in the profit sector.

Successful volunteer placements must provide meaningful work. Jobs that consist entirely of "envelope-stuffing" and/or other menial tasks will quickly lose their appeal. Opportunities that permit students to test out career choices tend to be the most popular and successful.

Volunteers must make the same kind of commitment to an unpaid position as they would to a paid job. Supervising agencies will quickly lose interest in the program if there is rapid turnover and high absenteeism. It is important that adequate contact be maintained between the individual who supervises volunteer placements and the "employer." In this manner, problems can be solved early to insure successful use of volunteers.

Special Activities

The following special activities should be conducted by the SEO.

1. Workshops sponsored by the career planning-placement office should be presented throughout the year on such topics as: Finding Part-time Employment; Preparing for Interviews; Resume Writing; Finding Career-related Summer Employment; etc.

2. A "Summer Employment Fair" should be held shortly after the first of the year. Employers from industry, government, hotels, resorts, and camps should be invited to participate in the program. For example, one university holds a "Fair" on a Thursday evening in February from 6:30 to 9:00 p.m. Students and employers are given the opportunity to exchange information and determine if a mutual interest exists. If so, interview schedules are developed and interviews are conducted in the career planning-placement office the following day. Many of the organizations that recruit graduates will participate in this program.

3. A "Career-related Summer Employment Program" should be established to assist undergraduate and graduate students in finding summer jobs that will complement their areas of study and enhance their marketability upon graduation. The SEO should accept and maintain credentials of students seeking career-related jobs during the summer, utilizing the same form used by seniors and alumni. Those credentials should be referred to employers who list their job vacancies with the SEO. The employers should be given the options of inviting students to visit their facility for interviews or requesting that interviews be scheduled in the career planning-placement office with the students in whom they are interested. Such a procedure encourages employers to use placement services. Many summer job opportunities are obtained with organizations that visit the career planning-placement offices to recruit graduates. (See Exhibit M.)

Chapter 11

Volunteer Programs

Volunteer programs can be one of the most valuable means for students to gain experience similar to that which they might receive in summer employment, part-time employment, internships, and practica. Especially in disciplines where there is an oversupply of candidates, volunteer programs can be of great help in gaining experience that may give students the edge necessary to get a job in a highly competitive area. Sometimes the college degree is simply not enough, and part-time work experience in a volunteer program may mean the difference between getting a job and not getting a job.

In the disciplines where demand is high, there is less need for free volunteer work because many employers are willing to pay candidates who participate in their intern, part-time, and summer employment programs. It behooves the career planning-placement director, however, to encourage employers to consider placing students without pay and sometimes with academic credit in a given organization. This is an area that has not received enough attention from career planning-placement offices, considering the value it provides for students.

Chapter 12

Cooperative Education Programs

To have a total program, co-op programs should be included under the career planning-placement umbrella. This is a natural place for such operations, for the facilities of the placement office lend themselves nicely to interviewing and co-op programs. Also, more and more employers are hiring students in the sophomore and junior levels with the idea of employing them full time upon graduation. The career planning-placement office can offer a natural continuity and flow of services in the form of career advising, credential referral, resume preparation, job information, career selection, etc., that makes placement services and co-op programs work hand-in-hand. Unfortunately, most universities do not have their co-op programs tied in directly with their career planning-placement services. If such is the case, then it is important that there be a dotted-line relationship between the career planning-placement office and the co-op administration because the two complement one another so well.

There is considerable movement on the part of both employers and students toward cooperative education programs. Employers who have for many years recognized the great value of cooperative education also realize that this is a very effective recruiting tool. The retention of individuals who have pursued cooperative education programs with a particular employer is high. Employers also realize that students will be talking with their friends on campus about their employment, and this will give the employers great visibility among other students.

With the large number of graduates being produced annually, professional experience is a much greater advantage than it has been in the past. Although desired, fewer students had professional experience. Employers realized they had to hire very green people and provide extensive training programs to familiarize them with organizational demands, responsibilities, requirements, opportunities, and all of the other things inherent in an employment situation.

Students also recognize that professional insight is only one of the advantages of cooperative education. Co-op programs also affect students' selection of course work and provide welcome income to help finance a college degree.

The career planning-placement office must identify an individual to manage or coordinate cooperative programs. This staff coordinator will work with a number of different programs to make sure that space is available within the office for interviews, contracts are signed with the employers, and that all of the other necessary support aspects in the detailed work are handled. The individual should work closely

with the academic department coordinators in helping identify those individuals who are most appropriate for co-op programs.

Credential forms may vary slightly from graduating student credentials, but the basic format should be used. The career planning-placement office may choose to have "Co-op Student" printed on the form or the students may simply mark "Co-op" on their forms in an obvious spot.

Mechanically, the regular interviewing procedures can be used, although there may be different notification processes for co-op students. Notification may be handled by the departmental coordinator, or through a separate bulletin which identifies the co-op interview schedules.

Hosting co-op interviews in the career planning-placement office represents a number of advantages. Not only can space be a problem in academic departments, but orienting co-op students to the procedures, location, and the career planning-placement staff helps them have more confidence as they approach the employment world upon graduation. Career planning-placement is prepared to handle this volume while academic departments are not equipped either with staff or facilities.

Chapter 13

Ethics of Placement

Many things can be said about ethics, for this can be a controversial subject. Recently, the College Placement Council updated the statement covering the ethics of college career planning, placement, and recruitment. A copy of that statement is in Exhibit N. This white paper is a major step in outlining the ethics of the profession; it is not complete, nor is it intended to be so.

The employment of college graduates and the working relationship between universities and employers must always remain at a very high ethical level. Once this level breaks down, there are serious ramifications for students as well as employers. There are instances when shortsighted employers choose to break down these barriers for short-term gains. Such tactics must be resisted strongly and emphatically.

By the same token, students who violate the ethics of the hiring procedures should also be held accountable. The career planning-placement director has to be firm, strong, and forthright, and above all, fair. Too often, career planning-placement officers do not represent their students strongly enough against unethical practices by an employer. This will eventually hurt the career planning-placement officer, but more importantly, the entire profession will suffer.

Chapter 14

Career Information Center

The career information center should be a major element of an effective career planning-placement office. Too often any sort of nook or cranny reserved for employer material for student pickup serves as the "career information center." Some types of material should be available in large enough quantities for distribution. You may need only one copy or several copies of other types of materials which are kept on file for reference purposes. The career planning-placement office should provide the space to maintain these materials on a permanent basis. Large supplies of brochures may be set up for a continual distribution system. This supply goes beyond what would be needed for campus interviewing. A monitoring system should be maintained to advise employers when the supply needs to be replenished.

Information on various academic programs within the school should be on file. A great number of departments produce very attractive and effective one-page sheets which describe their programs, identify course work, and mention some of the major jobs people with those degrees pursue following graduation.

Job profiles and various job position titles should also be kept on file. These need not be maintained in distribution numbers.

A broad range of self-help and search books should be available. There are publications geared toward career planning, interviewing, writing, and total job searches. A great number of materials on this subject are available in any bookstore. The career planning-placement office should be a repository for student use of those materials.

Reference materials may include professional directories, Standard and Poor's, Moody's, Dun and Bradstreet, professional and association directories, manufacturer's directories, international directories, and consulting directories. Students need to be able to identify employers they wish to contact, and these directories can provide excellent sources for this purpose.

Nonprint media are becoming a larger part of career information centers. These include videotape or laser disc systems to play back information on employers, as well as a number of workshops and interview approaches. Some of these materials may be obtained through employers or through the College Placement Council, or the career planning-placement office may produce its own. Audiotape systems should also be available. When the career planning-placement office puts on

workshops, these presentations can be taped and made available to students who are unable to attend the actual workshop.

Checking such materials out poses problems. Unless the career planning-placement office has a large enough supply to offer checkout circulation, the materials will need to be kept within the office. Under some circumstances, a student might be allowed to borrow materials overnight.

A progressive career information center is one of the most vital services that can be offered to students and alumni. It is a critical component of a comprehensive, integrated career planning-placement program. By providing educational and occupational materials, individual aid, workshops, testing, and referrals, the center's staff will effectively influence the lives of its many patrons. The center can also provide quality services to large numbers of people even though restricted budgets may have reduced the number of career counselors available for individual advising sessions.

The career information center is not just a library. It is also a resource and service unit to students, alumni, faculty, administrators, employers, and community residents. As a library, it is a collection of current, accurate reference and distribution materials created to address users' concerns about educational requirements and opportunities, occupational requirements, and alternatives. As a campus resource and service unit, the center's staff supplies personalized advice and direction to individuals, workshops to classes and groups of students and faculty, a career newsletter to students and/or faculty and administrators, and referrals to appropriate offices inside and outside the career planning-placement office.

To assist the center's visitors in their search for information about educational requirements and opportunities, these resources (regardless of the form they take) should be made available:

- Lists of requirements, related career fields, and contact persons for academic programs offered at the home institutions. These lists should be updated annually by the academic departments;
- Information on the postgraduation plans of the institution's graduates (e.g., Follow-Up Report);
- Undergraduate and graduate bulletins from the region, state, and nation;
- Directories listing requirements, fees, and application deadlines for postsecondary schools (e.g., College Blue Book,

- Peterson's Annual Guides to Graduate and Undergraduate Study, and Monarch's Complete Guide to Law Schools);

- Financial aid information for both undergraduate and graduate students (e.g., Barron's Guide to Financial Aid for Medical Students, Chronicle Student Aid Annual, and Journalism Career and Scholarship Guide);

- Information on required admission tests to graduate schools and self-help preparation guides (e.g., Cliffs GMAT Preparation Guide, Graduate Record Examinations: 1982-84 Descriptions of the Subject Tests, and Arco's Dental Admission Test).

Visitors seeking information on occupational requirements and alternatives will benefit from the following:

- Encyclopedias and books of occupational information on careers in business, industry, government, education, law, medicine, and human service (e.g., Occupational Outlook Handbook, 1983-84 Edition, Encyclopedia of Careers and Vocational Guidance, Opportunities in Transportation, and Your Future in Banking);

- Individual descriptions of jobs, career fields, and industries, including supply-demand and salary information (e.g., Directory of Occupational Titles and Annual Salary Report);

- Computerized and noncomputerized career interest and guidance tools--System of Interactive Guidance and Information (SIGI), Occupational View-Deck, and College Major Card Sort);

- Alumni directories of the institution's graduates;

- Materials provided by relevant professional societies (e.g., Physics: A Career for You?, Careers in Communication, and ASCUS Annual 1983: A Job Search Handbook for Educators);

- Periodicals published by professional societies, commercial publishers, and the government (e.g., Journal of College Placement, Black Collegian, and Occupational Outlook Quarterly);

- Self-help materials especially designed for women, minorities, and the handicapped (e.g., I Can Be Anything: A Career Book for Women, The Black Resources Guide, and Minority Student Opportunities in U.S. Medical Schools, 1982-83);

- (Exhibit O).

Information relevant to the employment search includes materials on permanent and temporary employment, volunteer experiences, and in-

ternships. The collection of resources should include material pertinent to both the job campaign and to specific employers:

- Career planning aids (e.g., College to Career: Finding Yourself in the Job Market, and What Color is Your Parachute? A Practical Manual for Job Hunters and Career Changers);
- Resume, employment correspondence, and interviewing aids (e.g., Who's Hiring Who, The Professional Resume and Job Search Guide, and "Interview Preparation," "The Interview," "Interview Follow-Up");
- Salary data (e.g., College Placement Council Salary Survey, and The American Almanac of Jobs and Salaries);
- Information on the postgraduation plans of the institution's graduates;
- Applications, job descriptions, annual reports, and other employer-supplied information;
- Directories listing employers alphabetically, geographically, by product or service, and by academic discipline they seek (e.g., College Placement Annual, Dun and Bradstreet Million Dollar Directories, and Employer Directory);
- Geographic files and books describing an area's employers, housing alternatives, living costs, and educational and recreational facilities (e.g., The Job Hunter's Guide to the Sunbelt, Places Rated Almanac, and Metropolitan Washington Job Bank);
- Telephone directories of major metropolitan areas;
- Job vacancy listings, periodicals, and newspapers (e.g., Community Jobs, Chronicle of Higher Education, and National Business Employment Weekly).

Organizationally, it is best if the career information center is a separate unit within the career planning-placement office. Its activities, resources, facilities, and staff should be integrated with the overall career planning-placement function. The information center should support and help to communicate the services of the other career planning and placement functions. Facilities which provide ample seating, lighting, ventilation, staff work space, display area, and storage should be a part of, or immediately adjacent to, the main career planning-placement office.

Even a small organization should make every effort to assign one full-time professional and one secretarial support person to the career

information center. By also using part-time student employees, the center can not only provide more staff assistance, it can offer empathic assistance as well. Additional staff should be added as services expand and diversify and the center is visited by more students and alumni.

The staff of the larger centers may consist of a supervisor (assistant director of the career planning-placement office), one or two career information assistants, a secretary, a receptionist, and several student employees, depending upon needs and budget. If extensive individual counseling is to be provided, rather than brief advisory and referral sessions, additional positions must exist. It is often possible to supplement the staff by providing internship experiences for graduate or undergraduate students in the center.

Although it is not always possible for the career planning-placement office to provide a fully staffed, adequately financed career information center, every attempt should be made to do so. Such a center meets a significant campus need and will be of great assistance to both students and alumni.

Chapter 15

Professional Development

Career planning-placement is a relatively new profession, having made most of its headway since World War II. Exactly where the professional staff fits into the higher education formula is still being sifted out. One of the most certain ways to find an appropriate niche is to have the proper credentials. These include the appropriate degrees necessary to carry out the career planning-placement function. The degree level can vary with the discipline; for example, it is strongly recommended that the career planning-placement officers dealing with law, medical, and veterinary medicine students have training in their respective fields, preferably advanced degrees. Also, it is highly desirable that, in addition to the academic degrees, staff have experience in the field in which they are advising.

The university should support the ongoing education or training of the professional staff. This includes attendance at conferences, workshops, and institutes sponsored by professional organizations. It should also include time for professional staff to take advanced courses, and a sufficient budget to provide access to the appropriate journals and professional newspapers and magazines. Membership in the various regional placement associations should also be encouraged, as well as membership in the College Placement Council. Other professional organizations include the Association for School, College and University Staffing, the American Association for Counseling and Development, the American College Personnel Association, National Vocational Guidance Association, and the Council for the Career Development of Minorities (formerly College Placement Services).

It may be possible and practical for a number of career planning-placement offices to combine resources and present joint training sessions for new staff members or to cover recent changes in programs or new techniques. Combined audiences also make it easier for employers to make presentations about their developments. Mutually convenient locations mean a larger audience.

Visits to other career planning-placement offices during conferences, vacations, or trips for that express purpose present the chance to exchange ideas and see what and how colleagues handle similar problems. Visits to other career planning-placement offices are always stimulating.

Chapter 16

Professional Standards

Professional standards may be a bit difficult to define, but they are recognizable in practice either by their presence or their absence. Employers visiting career planning-placement offices can soon identify the professional operation from the casual or poorly managed office. Service is the foundation of the program. There are a number of earmarks of professionalism in any field. These include:

- Attitude of staff;
- Organization of program;
- Quality of program;
- Delivery of service;
- Management of volume;
- Preparation.

Service is for all parties, i.e., students, faculty, employers, and the general public. The student should be the focal point in describing, identifying, and producing policies and practices of the career planning-placement office, for the student is the reason for the office's existence.

This philosophy of professional standards and service is not only crucial to the professional staff, but is equally significant for the clerical staff. Receptionists frequently play a far greater role in the student relationship with the career planning-placement office than does the director or some other member of the professional staff. The student may see the receptionist three or four times a week and a member of the professional staff only once or twice during the student's entire academic career. Thus, the professional standards must pervade all of the staff.

Chapter 17

Demonstrations

Planning and the proper chain of command are essential to the effective handling of demonstrations in the career planning-placement office. Most demonstrations against employers visiting the office do not have to result in interruption of interviews, violence, or the impairment of services. Normally, the career planning-placement director should be responsible for calling the shots as the demonstration evolves, and major decision making should emanate from the designated person in charge. The director must rely on public safety officials and other officers within the university, depending upon a given situation. Delayed and inconsistent decisions can make a great deal of difference in the outcome of demonstrations.

A fundamental principle that must be adhered to is that no scheduled candidate should be denied the right to talk with an employer if that student wants to talk with that employers, and vice versa. In short, a third party cannot prohibit a prospective employee from talking with the given employer.

Also, part of the understanding must be that demonstrators have the right to demonstrate, and if they demonstrate in a legal and proper manner, the university should provide for that opportunity. If the demonstrators convince students that they should not sign up for interviews, it is then up to the students to make their own decisions. Such decisions should be honored by the career planning-placement office.

This principle has been grossly mishandled by some university officials in pressure situations. But, those who have adhered to the principle have found it the best guide in handling demonstrations.

Chapter 18

Placement Office Publications

The activities of a career planning-placement office are too frequently stereotyped as, "That's where the interviewing takes place." To represent the complete function, the office must provide a number of different publications which describe the services and represent the scope of the activity and professionalism. The career planning-placement office is expected to be a repository of much information of value to students, faculty, and employers.

Most offices are obliged to prepare an annual report to the career planning-placement director's supervisor. This person may be a vice president, a dean, or a department chair. The annual report is, in some cases, a two-page informally prepared letter which only advises the key supervisor of what actually transpired in the career planning-placement office during the reporting period. If in-depth presentations have not been prepared in the past, a great opportunity to sell and represent the complete scope of career planning-placement activities has been missed.

Career planning-placement should have a highly visible role on any campus since the employment market and employment data are crucial to students. To provide this information, the career planning-placement office should have very professional publications.

One of the roles of any career planning-placement office is to provide the university community, students, faculty, and administrators with current, accurate, and succinct information regarding the employment market and the university's students.

Career planning-placement offices can produce a number of brochures to help meet this responsibility and capitalize on the opportunity. These brochures fall into three basic patterns:

1. Produced for the student campus audience;

2. Produced for the faculty, advisors, and administrators; and

3. Produced for the employers.

Separate brochures can be written for students which identify the basic services of the career planning-placement office, location, and available assistance. These materials can be distributed through academic units, living units, and in various campus locations, including the student union and the career planning-placement office itself.

Materials prepared for the faculty may be mailed through the campus delivery system or may be delivered or presented personally at meetings by career planning-placement staff to key academic units.

Employer material may be mailed with career planning-placement correspondence or distributed when the employer visits the campus. Each communication should contain solid, comprehensive, and timely information.

Annual reports are a major tool for conveying information about the career planning-placement activity, especially to the academic units. A staff member should be responsible for a summation of the year's activity. This material can be duplicated and passed to other units as well as one's own supervisor to help identify basic trends. These reports typically include some reflection upon the previous year's recruiting activities and statistics on the total number of interviews, part-time jobs listed, summer employment, number of employers visiting the campus, alumni serviced, jobs listed through the alumni service, and credential referrals made.

More and more universities are being held responsible and accountable for the employability and employment of their graduates. Those institutions funded by state money must provide information on their students and employment. In the past, few career planning-placement offices or universities maintained much information on the actual employment decisions of graduates. This information is now being requested and required.

A well-prepared annual report includes a number of different segments. The first offers a basic overview of the year's activities, trends which were identified, and problems which occurred.

Second, basic statistics are presented, including the number of students registered with the career planning-placement office by degree level, the number of employers visiting the office, the number of interview schedules, and the total number of actual interviews. This may then be broken down into different segments by major, degree level, internship, co-op interviews, or summer employment interviews.

Third, if alumni placement is offered, that activity should also be covered. The number of alumni using the system, jobs listed, referrals made, and placements which can be accounted for should be noted.

Fourth, the student employment office should have a separate section describing the activities of that office and the number of jobs listed on campus and off campus, work-study students accommodated, summer jobs listed, and other services which the student employment office may offer.

Credential referrals should also be identified under the basic career planning-placement office activities. This includes the student credentials referred upon request to employers who may not interview on campus for various reasons or are given to representatives when the student does not have an appointment.

Presentations made by the career planning-placement office should be cited, including the total number of such speeches and an estimate of the audiences.

A follow-up report is an extremely important working tool. It also provides significant information for advising in the academic departments. Different approaches are used for collecting data. In some institutions, before a degree is conferred, the individual students must complete pertinent information regarding their postgraduation commitments. This includes graduate school enrollment, employment, military service, or the student's lack of interest or need for help in finding employment.

More often a questionnaire is mailed to students shortly before graduation. The individuals to receive this questionnaire are identified by the registrar's office.

Salary information may also be included in the questionnaire, as well as other pertinent questions which would be of use in the future to the institution. (Salary information should not be shown as it relates to any individual person or employer. It might, however, be summarized to show the average accepted salary for a particular major and degree level, or type of employer or geographic region.)

Salary surveys represent extremely useful information to the career planning-placement office, students, and employers. This information can be obtained from three basic sources. Employers should be asked to provide the career planning-placement office with copies of any job offers extended to students of the institution. The institutions may be part of the reporting network to the College Placement Council for the CPC Salary Survey. If this is the case, flyers identifying participation in the Salary Survey can be obtained from the College Placement Council for distribution to visiting employers. That, however, does not insure that employers will send such information to the career planning-placement office.

The staff should request employers to send salary data to them when they are talking with the recruiters who visit the campus. The employer needs to be assured that this information will be kept confidential and never identified with employers or students. The career planning-placement office can produce its own salary reports on a scheduled basis. This is especially easy if the material is stored in a computer.

Employers ask the career planning-placement office for salary information about many majors and degree levels daily during the school year. Frequently they write, or more often call, for this information. If the career planning-placement office does not provide such salary information, a great opportunity for service is being missed. When employers send salary information to the career planning-placement office, it is good public relations to recognize their efforts and assistance, and to send them a copy of the finished salary survey.

Students are very curious about the average starting salaries for their majors. It helps them know where they stand in the market. They will frequently ask the career planning-placement office about the earnings they might expect. This becomes equally important to the students who are selecting a major and trying to project what their salaries will be.

Salary surveys are also valuable to the faculty. Knowing that their students are recognized and paid well is of considerable gratification to many within the university community. Salaries do follow a supply and demand formula. Those students who tend to be at the lower end of the salary spectrum are recognized as typically being in an area with a greater number of candidates and a very limited number of opportunities.

The career planning-placement office can provide a number of different brochures to different audiences. A relatively inexpensive fold-over flyer can be produced targeting employers who do not recruit on campus, or employers who do recruit but only for a limited academic range. Brochures can describe the scope of the career planning-placement office, persons to contact, the academic calendar identifying whether the school uses term, semester, or trimester sessions, the numbers of students anticipating graduation, and the academic programs and degree levels available. Such brochures need to identify the amount of lead time the career planning-placement office needs to establish effective publicity for future interview schedules, the materials the office requires, the persons to contact, mailing addresses, and telephone numbers. This approach encourages employers to use career planning-placement facilities more extensively.

Special reports may be produced for individual units within the school where data are available and a particular perspective must be emphasized. Such reports may be produced for education, engineering, social science, business, or any other college or department within the university. These separate reports can take any form the career planning-placement office wishes, but they should be consistent in format with other reports produced by the office.

Special reports may be geared specifically to a college within the university and speak to the advantages or problems the college's

graduates had during the previous year. Special reports can identify the number of graduates by major and degree level, interviewing schedules on which they may have signed up, the number of interviews taken by major, salary information, and a list of employers who ask for interviews by discipline. This kind of report is of great value to faculty and the career planning-placement staff, not only as a matter of curiosity, but in working with undergraduate and graduate students regarding employment trends. Students can then track down the names of employers who ask for their disciplines and pursue them with summer employment objectives, internships, or postgraduate employment.

Much of the data the career planning-placement office amasses has considerable value in research functions. Research activities may take a number of different directions that the staff does not see when first gathering the data. The follow-up report can be used by academic units to evaluate their curriculum or possible curriculum changes. The follow-up report will give them the names of employers of their graduates in the past. Faculty and administrators can write those employers, identify their purpose for writing, and ask for a response to a questionnaire regarding the curriculum the university may offer.

Another publication may be an employer directory. Again, using the computer extensively, employers can be identified alphabetically, giving full mailing addresses, names of persons to contact, titles, and telephone numbers. Or, the directory can be produced by zip code number so that individuals with a particular geographical focus can quickly identify the employers of interest to them.

Career planning-placement office materials represent many research possibilities, including employment trends, salary trends, employment rates over the years, geographic movement of alumni, and numerous other aspects.

Additional special publications can be produced for students in particular situations. These may include: resume-writing handouts which offer guidelines and samples, letter campaigns which identify potential approaches for correspondence, job descriptions, and a number of other items the career planning-placement office may wish to distribute.

Follow-Up Reports

Many questions are directed to the university as to what really happens to its graduates, according to majors and degree levels of a college. Much mythology still permeates the academy about job decisions, as well as other specifics of postgraduation.

Too many schools still use casual estimates and guesses on the percentage of their graduates who go on to graduate school beyond the baccalaureate, master's, or postdoctoral programs, about where the students go geographically, the kinds of jobs students accept, and who the big employers are who actually hire the university's graduates. Facts are the best tool to squash myths.

A follow-up report is an involved, complex, and time-consuming project, but well worth the effort. The registrar's office can produce a mailing list and labels of students graduating in each academic term. The career planning-placement office then sends a questionnaire to all graduating students prior to commencement. This form identifies basic data, including: (1) the name of the employer with whom they have accepted employment; (2) the name of the graduate school, if they have made a commitment; (3) specifics, i.e., location, job title, city, state, and salary.

The instrument can provide additional feedback information regarding unemployment, and any need for further assistance from career planning-placement, as well as suggestions students wish to make for either the career planning-placement office or their academic department.

As they come in, responses are logged into the university computer for future use. It is entirely possible that the salary information from this data can be tapped for compilation in a periodic salary report. Material needs to be proofread to make sure that organizational names are correctly spelled, cities correctly identified, and duplication is avoided. Accuracy is important.

The follow-up report can be organized by college and alphabetically by major. Under each major the students are listed by name, degree level, and according to postgraduation decision, city, and job title. Individuals should never be identified in the salary information. The information proceeds from bachelor's degrees through graduate degrees, alphabetically by student name. At the bottom of each section, the average accepted starting salaries can be tabulated by degree level, thus avoiding any breach of personal confidentiality or privacy.

The type of employer can be identified, using College Placement Council basic categories, as well as those states where students chose to locate. A number of follow-up reports include the names of those students who do not respond to the questionnaire. This immediately establishes the scope of the questionnaire, enabling easy identification of the basic response rate.

Anticipated student response to a questionnaire is totally conjectural although many have response rates well in excess of 70 percent annually. Departmental encouragement to complete a follow-up question-

naire will surely increase the response rate and, therefore, the usefulness of such a report.

Students in some majors are inclined to respond promptly and completely to university questionnaires of this sort. High percentages of students in education who project using the university placement office in the future respond very consistently. Many use letters of recommendation and student teaching evaluations long after graduation. Students in other disciplines who pay attention to detail also respond at a high rate. This is typical of students in engineering and in some of the business disciplines, and it is particularly true of accounting students. Students in some other majors have a conspicuously and consistently low response rate. Their aversion to forms and university surveys is predictable. There also seems to be a direct correlation between response and services used.

Increasing the percentage of student response to a follow-up report is more of a long-term project than something which can be corrected by one simple technique. One effective way is to present to department chairs or deans the basic dilemma of limited response. By providing academic units with the specific decisions of their students, aid can frequently be enlisted to encourage those students to respond. When the students feel they are responding for their own identifiable unit, the response rate will climb.

Follow-up reports represent a source of basic information for students in job campaigns, as well as for academic departments, on the actual decisions made by students in their programs. Academic units considering curriculum revision have a source to identify employers who have previously hired their graduates. Those organizations can be the target of inquiries which may strengthen, modify, and add to a curriculum.

Special research materials can be prepared by the career planning-placement office. A computer can be used most advantageously for many of these. The basic computer-based system of the career planning-placement office is invaluable for special studies by individual colleges and department in identifying decisions, employers, kinds of jobs, and locations as job trends of graduates over a number of years.

Such projects require the specific college for whom the research is being conducted to assist in the funding. Members of that college's staff may assist in handling the volume of material and the phrasing of the questionnaire.

Additional research materials available from the career planning-placement office may include specifics on number of interviews obtained by individual students, major and degree level, the number of interviews requested or attempted, interviews which may have been missed,

the number of students who actually used the computerized interview system itself versus total enrollment.

The career planning-placement office can provide research materials for special projects of its own. These include employer lists which, with the job descriptions, can be alphabetically sequenced, by zip code and by the majors those employers actually requested with the job descriptions. These printouts must, of course, provide the basic information to the computer system and a program that stores and produces the material on demand in a usable manner.

Special reports can be prepared for colleges or departments indicating the number of their students who use the career planning-placement office, the number of interview opportunities available, and the total number of interviews the student requested and obtained. Some programs produce percentages representing the odds for students in particular majors to obtain the interviews they desire. Salary reports can be included for special programs or reports for a department, as well as many other data which are available in the career planning-placement system.

This kind of information represents a considerable service to an academic unit. Such reports are read by faculty and are used by advisors in helping students identify the kinds of things past graduates have done.

The basic research the career planning-placement office can provide represents a complete perspective of the services and the various systems available to students who take advantage of the office.

Summary

The career planning-placement office at any school provides distinctive and necessary services for that school. Nationally, there are more parallels than differences in the role to be filled. The differences are most often in the manner and effectiveness in which they are carried out.

The career planning-placement officer today has greater obligations to students and institutions than in the past. Meeting those needs and successfully filling the role are today's challenges. The contribution to university, student, and employers offers the opportunity not only to meet the need but to excel in meeting the need.

The true challenges are obtaining administrative and academic support, and communicating all that career planning-placement can offer in valid, substantive information and service.

Colleges and universities have recognized career planning-placement in varying degrees. Students and parents, employers, and communities are willing to give recognition if it is earned. Recognition will be earned when career planning-placement has a visible and contributory place on the campus and is sought out for information and opinion by key administrators, employers, and students.

Students, the university, and employers need and deserve the best which it is possible to deliver. The students especially need the help which career planning-placement can give them.

All elements discussed in this book will not be present in all career planning-placement offices. And, all may not be appropriate in all offices. They do represent the basic skeleton or structure upon which a multidimensional office can be established. Goals can be set so that new elements can be developed and then subsequent goals for a succeeding period can be raised. These are, with planning and effort, attainable targets.

The objective is relatively simple: be the best it is possible to be. Do not settle for secondary quality and service. Continually examine, reexamine, and make changes to improve the important service offered the constituencies served: the students, the university, employers, and society.

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Exhibit A

Appendix

PLACEMENT SERVICES

MICHIGAN STATE UNIVERSITY

TELEPHONE [illegible] EAST LANSING, MICHIGAN [illegible] STUDENT SERVICES BUILDING

EMPLOYERS AND GRADUATE SCHOOLS INTERVIEWING AT PLACEMENT SERVICES
AND
SUPPLEMENTAL RECRUITMENT PROGRAM LISTINGS
OCTOBER 22-26, 1984

This publication lists employers and graduate schools that are recruiting Michigan State University students. Organizations scheduled to conduct ON-CAMPUS INTERVIEWS at Placement Services and those that solicit resumes through the SUPPLEMENTAL RECRUITMENT PROGRAM are included.

INSTRUCTIONS FOR REQUESTING INTERVIEW APPOINTMENTS and INSTRUCTIONS FOR USING THE SUPPLEMENTAL RECRUITMENT PROGRAM are provided. Information on additional Placement Services resources and activities is also given. These Bulletins are issued weekly on Thursdays during Fall, Winter, and Spring terms and once during Summer term. Bulletins are sent to all residence halls and departments on-campus and are also posted in university housing units. Individual copies are available after 1:00 p.m. on Thursdays at Placement Services while the supply lasts. Because the supply is limited, each student may receive only one copy and sharing is recommended. A copy is available for viewing on a bulletin board in the lobby of Placement Services and at the information desk in the Career Information Center, Room 6 Student Services Building.

ALL CREDENTIAL FORMS ON FILE DURING THE 1983-84 SCHOOL YEAR HAVE BEEN DEACTIVATED. YOU MUST REACTIVATE YOUR FILE, OR SUBMIT A NEW FORM PRIOR TO INTERVIEWING THIS FALL.

INSTRUCTIONS FOR REQUESTING ON-CAMPUS INTERVIEW APPOINTMENTS

The processing of interview requests and generating of employer schedules is completed over the span of several days. Interview requests for each bulletin will continue according to the following calendar with successive bulletins overlapping.

TWO WEEKS BEFORE INTERVIEWING

- PLACEMENT SERVICES BULLETINS ARE ISSUED on Thursday at 1:00 p.m.
- INTERVIEW SIGN-UPS BEGIN and "Interview Request Forms" are accepted from Thursday at 1:00 p.m. until the following Monday at 12:00 noon.

ONE WEEK BEFORE INTERVIEWING

- INTERVIEW REQUESTS are accepted through Monday at 12:00 noon.
- EMPLOYERS ARE CONTACTED on Tuesday and Wednesday by Placement Services' staff if an overflow list is generated from students' requests.
- COMPUTER PRINTOUTS indicating the status of interview requests are available for distribution on Thursday after 1:00 p.m. Interview times are included if scheduled; an explanation is given if unscheduled. Printouts must be picked up by students before their requested interview dates.
- MANUAL SIGN-UPS are accepted, if available, until two days before employers visit campus.

WEEK OF INTERVIEWING

- INTERVIEWS are conducted.

Interview requests are processed by computer to provide as many students as possible with the opportunity to interview and to make it more efficient for students to arrange appointments. AN INTERVIEW REQUEST DOES NOT GUARANTEE AN INTERVIEW APPOINTMENT.

EMPLOYMENT CREDENTIAL FORMS must be on file before any requests for interviews will be accepted. Credential forms may be reviewed and updated at any time. Revised credentials must be submitted to Placement Services at least one week prior to requesting interviews, so employers can receive updated credential forms.

Use the "Index of Employer Requests" at the end of this bulletin as a guide to determine which employer schedules match you major. Research each employer in the Career Information Center, Room 6 Student Services Building, to confirm your interest BEFORE REQUESTING INTERVIEWS.

Listings in this bulletin contain the following information: schedule number; employer's name and address; interviewer(s) name(s), if available; location(s) of employment; citizenship requirements; term(s) of graduation requested; date(s) of interviews; number of interview schedules and length of interview appointments; major(s); degree level(s) required (B=Bachelor, M=Masters, and D=Doctoral); position description(s), and special instructions, if any. YOU MUST MATCH AN ORGANIZATION'S REQUIREMENTS EXACTLY.

2

Computer Sign-ups

An "INTERVIEW REQUEST FORM" (available from receptionists) may be submitted any time during the following hours: Thursday 1:00 - 5:00 p.m., Friday 8:00 a.m. - 12:00 noon and 1:00 - 5:00 p.m., and Monday 8:00 a.m. - 12:00 noon. There is no advantage to students submitting request forms earlier than others. Students who are away from campus on student teaching assignments or internships may request appointments in person or by telephoning Placement Services during the times listed above.

The Following Criteria Are Used In The Order Listed To Equitably Arrange Interview Appointments

1. ACADEMIC MAJOR, DEGREE LEVEL, CITIZENSHIP, and TERM OF GRADUATION are verified to determine if the organization's specifications are met. Candidates who interview with elementary and secondary schools must be CERTIFIED upon graduation. All employers require U.S. citizenship or lawful employability and will interview December, March, June, and August graduates UNLESS NOTED DIFFERENTLY.

2. Students with no UNEXCUSED MISSED INTERVIEWS are given first priority.

3. To provide a method to ask for an appointment with an employer of special interest, a PREMIUM REQUEST may be made. While this does not guarantee an appointment, priority is normally given over other requests. Premiums must be ranked just as any other requests. A maximum of two premium requests during the recruiting year (September - August) will be accepted. Only premium requests resulting in interviews will be counted.

4. PRIORITY RANKINGS from 01 = highest priority, 02 = next highest, etc. must be assigned to interview requests for each week. Submit a request form which contains space for 1-6 interview requests. Use an additional form if more than six interviews are requested, with 07 = next highest, 08 = next highest, etc. Ranking more than one interview with the same priority number will cause duplicates to be given lowest priority.

5. Students with the fewest NUMBER OF INTERVIEWS OBTAINED are given higher priority.

6. Students with the fewest NUMBER OF INTERVIEWS ATTEMPTED are given higher priority.

7. If ties still exist after the above criteria have been used, candidates are chosen by a RANDOM sort.

8. The TIMES AVAILABLE FOR INTERVIEWS are important. Interviews are scheduled at 30 minute intervals between 9:00 a.m. - 12:00 noon and 1:15 - 5:15 p.m., UNLESS NOTED DIFFERENTLY. To have the best possibility of getting an appointment, indicate that you are available for interviews during as many times as possible. Mark one of these options on the "Interview Request Form":

   a. "Anytime"
   b. Specific times
   c. Preferred times and also mark "Anytime." If your preferred times are filled, the computer will try to schedule another available time. If you select this option you are expected to keep the appointment time assigned to you, as you must with the other options.

The above criteria are applied as follows: For example, when two students have requested an appointment with the same employer and have been processed through steps (1), (2), and (3); in the next step (4) the student who has indicated higher preference for this employer will be scheduled for an appointment first. Then the student with the next highest preference will be scheduled. If both students have indicated the same preference, the computer will move next to step (5) and then to other steps, if necessary.

DUPLICATE REQUESTS are voided. Only one interview request per organization will be accepted, even if more than one date or schedule is available, UNLESS NOTED DIFFERENTLY. If an employer's interview schedule becomes filled on one date, students are considered and may receive interviews on other schedules for the same date or on another date.

Good business practices and courtesy to employers and other students prescribe that EVERY APPOINTMENT be kept. Any appointments cancelled after schedules are generated and distributed will count as interviews attempted, obtained and premiums used. To cancel an appointment for an emergency, call Placement Services as soon as possible at (517)355-9510.

Employers will sometimes add extra schedules, and students may be scheduled for an interview on a day different than the one requested. If this happens, students are expected to make every effort to keep the appointment since it would not have been possible to schedule an appointment otherwise. Notify a receptionist in person as soon as possible, if not able to keep the appointment.

Printout With Results Of Requests

After 1:00 p.m. Thursday, visit Placement Services to receive a printout and determine the appointments which have been obtained for the next week. Telephone calls cannot be accepted from individuals checking on appointments except from those on student teaching assignments or internships.

Exhibit B

Interview
Date _____ Employer _____ Representative _____

☐ U.S. Citizenship Required
☐ Perm. Resident Visa Required

Grads: ☐ Dec. ☐ May ☐ Aug.
☐ Co-op ☐ Summer ☐ Alumni

Job Openings — Type of Work | **Requirement — Major, Degree Level, Background** | **Geographic Location(s)**

CPPC - 30

Exhibit B (continued)

Carnegie-Mellon University

Career Services and Placement
5000 Forbes Avenue
Pittsburgh, Pennsylvania 15213
(412) 578-2064

Name of Employer/Organization _____

Date of Visit _____ Indicate number of separate interview schedules _____

Time interviews should be started _____ Terminated _____
(Interviewing hours 9 a.m. to 4:30 p.m.)

Length of individual interview: 30 min. ___, other _____ (specify)

Indicate below the degree levels and fields of study required. See enclosed sheet for curricula and degrees currently awarded.

	B	M	D		B	M	D
Carnegie Inst. of Tech.				Mellon College of Science			
Any Major				Any Major			
				Industrial Administration			
				Any Major			
Humanities & Soc. Sci.							
Any Major							
				College of Fine Arts			
				Any Major			
Urban & Public Affairs							

Complete page 2 of this form indicating qualifications required, nature of positions available, locations, etc.

Openings exist in: Research☐ Development☐ Design☐ Production☐ Sales☐ Teaching☐ and/or _____

Will also interview for summer work: Freshmen☐ Sophomores☐ Juniors☐ Seniors☐ Graduate Students☐

Citizenship Requirements: No citizenship limitations☐ US citizenship or Permanent Resident Visa required☐
US citizenship required for security clearance☐ Specific Foreign citizenship required☐

Names and titles of interviewers if available

_____
_____
_____
_____
_____

Person responsible for college recruiting

Name _____
Title _____
Organization _____
Address _____
_____
Telephone Number _____

_____ hereby affirms it is an equal opportunity employer, offering
(Name of Organization)
employment without regard to race, color, religion, sex, national origin or age and provides Equal Employment Opportunity to handicapped individuals, disabled veterans and veterans of the Vietnam era.

Name _____ Title _____ Date _____
(Signature)

Exhibit B *(continued)*

Carnegie-Mellon University

CAREER SERVICES AND PLACEMENT

PAGE 2

RECRUITMENT INFORMATION FORM

Name of organization _____

(IF ADDITIONAL SPACE IS NEEDED FOR JOB TITLE/PROGRAM DUPLICATE THIS FORM)

INTERVIEW DATE(S)	EMPLOYER'S DEPARTMENT(S)/DIVISION(S) (If Applicable)	MAJOR(S)/ QUALIFICATIONS	DEGREE LEVEL(S)			JOB LOCATION(S)	JOB TITLE/PROGRAM/DESCRIPTION (FOR SALES Specify method of compensation both during and after training)
			B	M	PhD		

Exhibit B *(continued)*

Carnegie-Mellon University

CAREER SERVICES AND PLACEMENT

DEGREES OFFERED

CARNEGIE INSTITUTE OF TECHNOLOGY

Chemical Engineering B-M-D
  Colloids, Polymers & Surfaces M-D

Civil Engineering B-M-D

Electrical and Computer Engineering B-M-D

Engineering and Public Policy B-M-D
  Engineering discipline and EPP B-M-D

Mechanical Engineering B-M-D
  Mechanical Engineering (power) M

Metallurgical Engineering and
  Materials Science B-M-D

Biomedical Engineering M-D
  Biomedical Engineering augmented
  with another engineering department B-M-D

MELLON COLLEGE OF SCIENCE

Biological Sciences (Molecular/Cellular) B
  Biological Sciences (Biophysics/Biochemistry) B
  Biological Sciences B-M-D

Chemistry B-M-D
  Polymer Science M
  Colloids, Polymers, Surfaces (jointly with ChE) M
  Chemical Instrumentation M

Computer Science D

Mathematics B-M-D
  Applied Mathematics B-M-D
  (above includes computer science, operations research,
  scientific computing, acturial science and statistics tracks)

Physics B-M-D
  Computational Physics B
  Measurement and Control (Instrumentation) B-M

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Economics B
  Managerial Economics B

English M
  English Literature B-M-D
  Creative Writing B
  Technical Writing and Editing B
  Professional Writing B-M

Information Systems B

History and Philosophy
  History B-M-D
  Philosophy B
  Applied History B-M-D
  European Studies B
  Languages (French, German or Spanish
  jointly with another major)

Psychology B-M-D

Social Science B
  Public Policy & Management B
  Political Economy B
  Political Science B
  Sociology B
  Social Science and Applied History D
  Social Science and Policy Analysis D

Statistics M-D

Student Defined Major B

COLLEGE OF FINE ARTS

Architecture B-M-D
  Advanced Building Studies M

Art B-M
  Illustration B

Design B-M
  (Includes Industrial Design, Graphic Design and
  Computer Aided Design)

Drama B-M

Music B-M-D

GRADUATE SCHOOL OF INDUSTRIAL ADMINISTRATION

Industrial Management B
  Graphic Communications Management B

Industrial Administration M-D

Economics D

Politics and Political Economy D

SCHOOL OF URBAN AND PUBLIC AFFAIRS

Public Management M

Industrial Administration and Public Management
  and Policy M

Urban and Public Affairs D

Exhibit B *(continued)*

CORNELL UNIVERSITY **INTERVIEW ANNOUNCEMENT FORM** **COLLEGE OF ENGINEERING**

(Please type or print legibly)

ORGANIZATION NAME _____

DIVISION (S) _____

ADDRESS _____

CITY/STATE/ZIP _____

MANAGER OF COLLEGE RELATIONS _____

TITLE AND TELEPHONE NUMBER _____ ( )

CONTACT FOR RECRUITING ARRANGEMENTS _____

TITLE AND TELEPHONE NUMBER _____ ( )

# OF SCH	TITLE & DESCRIPTION OF JOB OPPORTUNITIES *(Include Job Locations; Additional descriptive material may be attached)*	PREFERRED MAJORS *(Please refer to back of form)*	DEGREE LEVEL			
			B	M	MEng	PhD
PLEASE INDICATE WHAT POSITIONS, MAJORS, & DEGREES ARE ASSOCIATED WITH EACH SCHEDULE						

WILL INTERVIEW:
- ☐ December Graduates
- ☐ May Graduates
- ☐ August Graduates
- ☐ For Summer Jobs Only
- ☐ For Summer Jobs if Space on Schedule

CITIZENSHIP REQUIREMENTS:
- ☐ U.S. Citizenship
- ☐ Permanent Resident Visa
- ☐ Student Visa

SPECIAL INSTRUCTIONS *(i.e. variations in interview length requirements for students, etc.)*

PLACE OF INTERVIEW INTERVIEW DATES

(Name of Organization)

_____ *hereby affirms it is an equal opportunity employer offering employment without regard to race, color, religion, sex, national origin or age and provides Equal Employment Opportunity to handicapped individuals, disabled veterans and veterans of the Vietnam era.*

NAME _____ TITLE _____ DATE _____

(Signature)

Exhibit B *(continued)*

DIRECTIONS AND GENERAL INFORMATION

Please use this form only for requesting interview schedules with ENGINEERING degree candidates. Provide all information requested and describe your employment opportunities completely. Be sure to indicate all engineering fields, degrees, and citizenship requirements desired. Candidates representing fields, degrees, or citizenship requirements not requested will be prohibited from signing up for your interview schedule.

The College of Engineering offers the following degree programs, indicated by X's on the chart below:

FIELD/DEPARTMENT	BS	MEng	MS	PhD
Aerospace Engineering (AERO)		X	X	X
Agricultural Engineering (AG)	X	X	X	X
Applied & Engr. Physics (A&EP)	X	X	X	X
Chemical Engineering (ChE)	X	X	X	X
Civil & Environmental Engr. (CEE)	X	X	X	X
Computer Science (CS)	X	X	X	X
Electrical Engineering (EE)	X	X	X	X
Geological Sciences (GEOL)	X		X	X
Materials Science & Engr. (MS&E)	X	X	X	X
Mechanical Engineering (ME)	X	X	X	X
Nuclear Science & Engr. (NUC)		X	X	X
Operations Research & Industrial Engineering (OR&IE)	X	X	X	X
Theoretical & Applied Mechanics (T&AM)			X	X

MBA with BS Engineering (MBA/BS)

NOTE: If you check column "M" on the front of this form, please specify if you want either or both MEng/MS degree candidates to sign-up.

MEng: a one-year degree program intended for those students with professional interests in the applications of engineering principles. Enrolled students must complete a challenging engineering project supervised by faculty, in lieu of a thesis or dissertation.

MS: requires thesis/dissertation.

College Program (COL P)-BS Only. An interdisciplinary degree program for undergraduate students with academic/professional interests not accommodated within standard college offerings:
-Engineering Science (COL P-ENGR SCI)
-Energy Conversion (COL P-ENERGY CONV)
-Environ. & Public Sys. (COL P-ENVIR & PUB SYS)
-Regional Sciences (COL P-REGIONAL SCI)

ENGINEERING INTERVIEW SCHEDULES begin at 8:30 AM and end at 4:30 PM. These schedules contain 13 half-hour interview slots and lunch from 12:00 noon - 1:30 P.M.

SPECIAL INSTRUCTIONS BOX - Use to request special needs. Examples: Variations in schedule or interview length (PhD's may need hour interviews, Travel arrangements may cut a schedule short), extra rooms, number of schedules, if different schedules are for different degrees/fields, if there are restricted schedules (prior contact with Engineering Placement Office required), etc.

COMPLETED FORMS - This form, when completed, should be returned promptly to MRS. WANDA HOLUB, RECRUITING COORDINATOR, CORNELL UNIVERSITY, CAREER CENTER, 14 EAST AVENUE, ITHACA, NY 14853 The phone number is 607/256-5221.

LITERATURE - For ENGINEERING candidates should be sent to the ENGINEERING PLACEMENT OFFICE, 203 HOLLISTER HALL, CORNELL UNIVERSITY, ITHACA, NY 14853

Please keep the ENGINEERING PLACEMENT OFFICE informed of any changes in your Engineering schedule. Sign-ups do take place weeks in advance of your visit, so companies should keep in touch with us (607/256-5006) and check your schedules at least a couple weeks before you come to assure everything will be as you want it. Also, if INFORMATION SESSIONS, MEETINGS, or RECEPTIONS are planned for the students, we would like to know about them so we can help get the word to the students.

Revised 7/83

Exhibit B *(continued)*

Rosary College

ON-CAMPUS RECRUITING FORM

COMPANY: _____ RECRUITING DATE: _____

ADDRESS: _____

_____

NAME OF RECRUITER: _____ PHONE: _____

INTERVIEW PERIOD: October-December/February-April HOURS: 9 to 5 p.m.

MATERIAL AVAILABLE TO EMPLOYER: College Interview Form/Professional Résumé, Letters of Recommendation

1. For what specific position(s) do you anticipate hiring?

_____

2. Liberal arts majors you would like to interview? Please check.

ALL _____

__Accounting	__Europe in Global Perspective	__Italian
__American Studies	__Fashion Design	__Latin American St.
__Art	__Fashion Merch.	__Mathematics
__Biology	__Fine Arts	__Mod. Forgn.Lang.
__Biology-Chemistry	__Fds. & Nutrition	__Music
__British Studies	__French	__Philosophy
__Bus. Adm.	__German	__Pol. Sc.
__Chemistry	__Gerontology	__Psychology
__Clothing & Textiles	__History	__Religious St.
__Communication Arts & Sc.	__Home Economics	__Social Science
__Computer Science	__Home Economics Ed.	__Sociology
__Economics	__International Bus.	__Spanish
__English		

3. Is relocation necessary? _____

4. For what parts of the country will you be hiring? _____

5. Are you interested in internships? _____

Please complete this form and return it to:

(Mrs.) Eleanor Spitzig, Director
Career Planning & Placement Center
ROSARY COLLEGE
7900 W. Division Street
River Forest, IL 60305
(312) 366-2490, Ext. 233.

PLEASE FORWARD COMPANY BROCHURES THREE WEEKS IN ADVANCE OF CAMPUS VISIT.

7900 West Division Street ☐ River Forest, Illinois 60305 ☐ 312/366-2490

Exhibit C

COLLEGE/UNIVERSITY INTERVIEW FORM

(Do not include information where prohibited by law.)

☐ Regular Employment ☐ Other Employment _____

Personal Data

Name (Last, First, Middle Initial)		Social Security No.
Present Address (Street, City, State, ZIP)	Present Phone, Area Code	Check one: U.S. Citizen ☐ Permanent Resident ☐ Student Visa ☐
Permanent Address	Perm. Phone, Area Code	

Work Preference

Brief Statement of Job Interests and/or Description of Work Desired		
Date Available for Employment	Geographical Preference	Geographical Objections

College Info.

Name and Location of Colleges Attended	Dates (Mo./Yr.) From	Dates (Mo./Yr.) To	Degree Earned or Expected	Grad. Date Month	Grad. Date Year	Academic Major	Grade Point Average	Grade Basis
	/	/					Major Overall	A =
	/	/					Major Overall	A =

Honors, Activities and Organizations

Employment Info.

Employment and Business Experience (Include Permanent, Cooperative, Intern, Volunteer, Summer work and any prior U.S. military service.)

Work Experience (Name and Address of Employer)	Description of Work (Descriptive Title)	Hours per Week	Dates (Mo./Yr.) From	Dates (Mo./Yr.) To
			/	/
			/	/
			/	/

General Info.

References: Such as faculty members who know you well and past supervisors; name, title, business address and telephone number.

Other Information: Community Activities, Hobbies, Interests, etc.

Special Info.

Federal regulations require government contractors to provide an opportunity for self identification to employment candidates who are handicapped, disabled veterans, or veterans of the Vietnam era. This information is submitted on a voluntary basis and used only in accordance with the regulation. It will not subject you to adverse treatment. If you wish to self identify, please check the box(es) which apply and sign.

☐ Handicapped Individual ☐ Disabled Veteran ☐ Vietnam Era Veteran _____ (Signature)

Exhibit C *(continued)*

WAIVER OF RIGHT OF ACCESS TO EDUCATION RECORDS

I hereby waive my right of access to confidential statements and recommendations which are contained in, or are a part of my education records in the possession of, or used by the Placement Office, its Director and Staff. This waiver which I understand I am not obligated to sign, can only be revoked in writing and only with respect to confidential statements and recommendations placed in my files subsequent to written revocation.

Signed

Date

CONSENT TO DISCLOSE TO THIRD PARTIES INFORMATION CONTAINED IN RECORDS

For the purpose of furthering its efforts to assist me in securing employment, I hereby authorize the Placement Office, its Director and its Staff, to disclose the information contained in its files that relates to me, to all prospective employers except the following:

I do not wish any records released to third parties other than the following described records:

I understand that in order to revoke this authorization, I must do so in writing and that such revocation shall not apply to information from records which has been disclosed to third parties prior to the date of revocation.

Signed

Date

Exhibit C *(continued)*

Interview with: _____

Position: _____

CANDIDATE INFORMATION FORM
BUSINESS PLACEMENT, INDIANA UNIVERSITY
Bloomington Campus

Last Name	First Name	Middle Name
Campus Address	Permanent Home Address (Where you can always be reached after graduation)	
Campus Phone	Home Phone	
Entry Level Assignment Desired and Career Objectives		

U.S. Citizen ☐ Yes ☐ No — If "No" Type of Visa

Education

College Attended	Dates	Degree	Graduation Date	Major	GPA

Activities

Experience

References

I certify that the above information is accurate. I authorize the Indiana University Business Placement Office to use this information for employment and related purposes. Unless otherwise advised in writing, Business Placement may refer this resume and attachments to potential employers and graduate schools.

Signature	Student I.D. Number	Date prepared

Exhibit D

PLACEMENT SERVICES

EMPLOYMENT CREDENTIALS for Students

MICHIGAN STATE UNIVERSITY

Student Services Building • (517)355-9510
East Lansing • Michigan • 48824

PERSONAL

PLEASE PRINT

Name* _____ (Last / First / Middle Initial) Student Number _____ Expected Date of Graduation ___/___ (Mo / Yr)

Home Address _____ (Number and Street / City / State / Zip) Phone _____ (Include Area Code)

Campus Address _____ (Number and Street / City / State / Zip) Phone _____ (Include Area Code)

Veteran Yes ___ No ___ Social Security No. _____ U.S. Citizen _____ If No, Type of Visa _____

*If you have a credential file with Placement Services under another name, please inform us.

OBJECTIVE

Types of Work Desired ☐ Full-time ☐ Summer

Graduate/ Professional School Plans

Locational Preferences

EDUCATION

Names of Colleges or Universities & Locations	Attendance From	Attendance To	Degree Earned or Expected	Fields of Study: Major	Fields of Study: Minor	Grade Point Average on 4.0 System: Major GPA	Grade Point Average on 4.0 System: All-University GPA
MICHIGAN STATE UNIVERSITY East Lansing, Michigan							

EDUCATION MAJORS ONLY:
Type of Certificate: Elementary _____ Secondary _____ Special _____ Other (please specify) _____

WORK EXPERIENCES

Significant Work Experiences (Names & Addresses of Employers)	Description of Work	Hours Per Week	Dates Employed: From	Dates Employed: To

% College Expenses Earned _____ How Earned _____

OTHER INFORMATION

Honors, professional organizations, civic or campus activities, intramural and varsity sports, travel, publications, foreign language competencies, hobbies, special training, interests, and/or skills, etc.

References (Names, Positions, Addresses, and Telephone Numbers)

My CREDENTIAL INFORMATION may be released to employers _____ (Signature) _____ (Date)

EMPLOYER PLEASE NOTE: As recipient of this placement file, you are obligated to comply with the restrictions of Sec. 438 of Public Law 93-380 (Family Educational Rights and Privacy Act of 1974) and not permit any other party to have access to this file without the written consent of the candidate. Transcripts of MSU credits are available with student's permission from the Registrar, Michigan State University, East Lansing, Michigan 48824 (fee $5.00).

MSU is an Affirmative Action/Equal Opportunity Institution

Form No. 227E0010

Exhibit D *(continued)*

MICHIGAN STATE UNIVERSITY, Placement Services, 113 Student Services Building, East Lansing, 48824, Telephone: (517) 355-9510

INSTRUCTIONS
Employment Credentials
for Students

The reverse side of this page is a credential form for Michigan State students utilizing Placement Services. So that we can activate your credential file and assist you in your search for employment, please TYPE, SIGN, and return this credential form. This credential form, your student teaching report (if applicable), and a list of courses will complete your credential file with the Placement Services. When this form is returned to us, your name will be placed in our files of candidates seeking employment. Lists and credentials of students by major and degree level will be given to employers upon request. Your credential is also copied and given to prospective employers when you have campus interviews.

Michigan State graduating students and alumni candidates may receive the Vacancy Bulletin from the Placement Services. The Vacancy Bulletin advertises all job vacancies listed with the Placement Services in business, industry, government, and education. This service is available for a yearly subscription fee (non-refundable) of $30 in the United States and Canada and $55 for air mail delivery to overseas addresses. To receive copies of this bulletin every two weeks for one year (26 issues), send a check payable to Michigan State University to the above address. Be sure to include your name, student number, and complete address. It is possible to activate your credential without subscribing to the bulletin, in which case there would be no charge. However, we recommend that you do both for maximum utilization of the Placement Services.

Placement surveys indicate that prospective employers prefer to be contacted initially with an original letter of inquiry accompanied by a printed resume and copies of student teaching reports (if applicable). To assist in preparing your resume, sample resumes are available from the Placement Services. We will gladly review a draft of your resume with you and offer suggested improvements. For your information, transcripts are NOT included in credential files. Official transcripts may be obtained by your SIGNED, WRITTEN request to the Office of the Registrar, Transcript Office, Michigan State University, East Lansing. Please include your student number or date of birth along with an advance payment of $3 for each transcript to be issued.

The Placement Services publishes a PLACEMENT MANUAL twice yearly. Copies are free to graduating students and alumni and available from the Placement Services. This publication will guide you in many of your job campaign strategies.

To assist you with development of your list of courses, we have shown a sample below. Please submit your list of courses to the Placement Services on bond 8½ x 11" paper, preferably one page, MAXIMUM OF TWO PAGES. It is appropriate to reduce your list onto one page similar to the sample below. Reduction of your list may be accomplished through local copy services or in some academic departments on campus.

Seniors should list ALL courses taken toward their undergraduate major (including courses taken at other institutions). When listing your courses, group them by specific areas of study. Include those courses which you have not yet taken but will complete by graduation time. Arrange your courses from lowest level to highest level. If you are an advanced degree candidate, list all the courses in your graduate program and only a summary of your undergraduate courses. Please ask an assistant director for help if you are having difficulty with this list.

LIST OF COURSES

NAME: Mary T. Meyer — STUDENT NUMBER 123456

TERM	DEPT., COURSE NUMBER	TITLE	CREDITS	GRADE
MATHEMATICS (15 credits)				
F-81	MTH 111	College Algebra	5	3.0
W-82	MTH 112	Calc I w/Analy Geom	5	2.5
F-81	MTH 113	Calc II w/Analy Geom	5	3.5
BIOLOGY (12 credits)				
F-82	BS 210	General Biology	4	3.0
W-83	BS 211	General Biology	4	3.0
W-84	BS 212	General Biology	4	
SOCIAL SCIENCE (10 credits)				
F-81	SS 201	Americans and Their Values	4	4.0
W-84	SS 202	Power in America	3	
S-84	SS 293	A Peaceful World	3	
HISTORY AND PHILOSOPHY OF SCIENCE (11 credits)				
F-82	JMC 321A	Studies in Science	4	P**
W-82	JMC 320A	Science and Culture	4	P
W-84	JMC 498	Senior Thesis	3	P

TERM	DEPT., COURSE NUMBER	TITLE	CREDITS	GRADE
PROFESSIONAL COURSES (10 credits)				
F-82	ED 200	Individual & the Sch	5	P
W-83	ED 327	Second Tching Mthds	2	3.5
W-83	ED 327S	Second Science Mthds	3	2.5
HUMANITIES AND WRITING (12 credits)				
W-82	JMC 232A&B	Philosophy	4	P
F-84	JMC 233A	Religion	4	P
S-83	JMC 234A	Fine Arts	4	P
PHYSICAL EDUCATION (9 credits)				

Courses in Aquatics, including Water Safety Instructor and Scuba Diving, in Paddleball, Fencing, Gymnastics, and a Foundations Course in Physical Education. Nine courses were taken, 1 credit each.

**Note: All courses in Justin Morrill College (JMC) are graded S (pass) and N (No grade) only. Written Evaluations are supplementary.

If you have any questions or if we may assist you further in your search for employment, please feel free to contact us.

sdk 120283

Exhibit E

PLACEMENT WORKSHOPS

THESE WORKSHOPS COVER MANY TOPICS FROM GENERAL MATERIAL THAT CAN BE APPLIED TO ANY JOB CAMPAIGN, WHILE OTHERS ARE DIRECTED TO SPECIFIC AREAS. ALL STUDENTS ARE WELCOME TO ATTEND ANY SESSION OF INTEREST.

PLACEMENT SERVICES

113 Student Services Building, Michigan State University, East Lansing, MI 48824, (517) 355-9510

FALL 1984

DATE	TIME	LOCATION	TOPIC	SPEAKER
September 26	9:10 - 10:00 a.m.	116 Natural Science Building	Writing an Effective Resume	Mr. Rogalski
27	9:10 - 10:00 a.m.	102 Cook Hall	The Interview	Mr. Rogalski
October 2	10:20 - 11:10 a.m.	124 Auditorium	Women's Interview Attire	Ms. Diamond
2	4:10 - 5:30 p.m.	109 Anthony Hall	Engineering Job Hunting - Preparing and Implementing Strategies for Success	Mr. Rogalski
3	9:10 - 10:00 a.m.	316 Berkey Hall	Planning an Employment Campaign for Jobs in Business and Industry	Mr. Rogalski
3	3:00 - 3:50 p.m.	317 Berkey Hall	Finding Part-Time Employment On and Off Campus	Ms. Anderson
4	3:00 - 5:00 p.m.	213 Berkey Hall	Interview Techniques: Lecture, practice interviews and discussion by recruiter for Ernst & Whinney. Direct participation for attendees.	Ms. Diamond Mr. Diamond
5	9:10 - 10:00 a.m.	301 Agriculture Hall	Preparing Resumes and Letters of Application for Business and Industry	Mr. Rogalski
9	3:00 - 3:50 p.m.	141 Student Services (Enter thru Rm. 113)	Career Objectives and the Liberal Arts Major - A Method for Exploring Alternatives	Ms. Nelson

(see other side)

Exhibit E *(continued)*

DATE		TIME	LOCATION	TOPIC	SPEAKER
October	11	3:00 - 3:50 p.m.	310 Agriculture Hall	Business Careers for Non-Business Majors	Ms. Biles
	17	4:10 - 5:00 p.m.	141 Student Services (Enter thru Rm. 113)	Resumes for Liberal Arts Majors	Ms. Nelson
	18	3:00 - 3:50 p.m.	141 Student Services (Enter thru Rm. 113)	Employment Strategies for Handicappers	Ms. Biles
	18	4:10 - 5:00 p.m.	310 Agriculture Hall	Planning Job Campaigns for Elementary, Secondary and Higher Education Positions	Dr. Scheetz
	23	3:00 - 3:50 p.m.	141 Student Services (Enter thru Rm. 113)	Government Employment - Federal, State, and Local	Ms. Nelson
	23	4:10 - 5:00 p.m.	102 Human Ecology	Job Hunting in the Human Services Field	Ms. Jost
November	5	10:20 - 11:10 a.m.	124 Auditorium	Women's Interview Attire	Ms. Diamond
	5	3:00 - 3:50 p.m.	317 Berkey Hall	How To Use Placement Services	Ms. Jost
	7	10:20 - 11:10 a.m.	124 Auditorium	What to Wear for Interviews on the Job for Men	Mr. Bowling
	7	3:30 - 4:30 p.m.	East Lansing Hannah Middle School Library	An Effective Job Search for Educators	Dr. Scheetz
	14	10:20 - 11:10 a.m.	124 Auditorium	Military Careers - Opportunities & Options	Mr. Bowling
	14	3:00 - 3:50 p.m.	317 Berkey Hall	Planning Job Campaigns for Elementary, Secondary and Higher Education Positions	Dr. Scheetz
	15	3:00 - 3:50 p.m.	141 Student Services (Enter thru Rm. 113)	Making the Transition from College to the World of Work	Ms. Biles
	28	1:00 - 2:50 p.m.	317 Berkey Hall	Summer Employment 1985	Ms. Anderson
	28	4:10 - 5:00 p.m.	317 Berkey Hall	Choosing Career Alternatives Before Conducting a Job Campaign	Dr. Scheetz
**	**	**	**	** ** **	**

Videotapes on a variety of topics to help you with your job campaign are available in the Career Information Center (Rm. 6 Student Services Building. Hours: 8 a.m. to 12 noon, and 1 p.m. to 5 p.m., Monday through Friday).

"At Your Service" - Placement Services Orientation videocassette	10 min.	The Interview	28 min.
		Interview Follow-Up	18 min.
Interview Preparation	23 min.	Marketing the Liberal Arts Student	15 min.

Exhibit F

STUDENT TEACHER EVALUATION FORMS

& WAIVER OF RIGHT OF ACCESS FORM

WAIVER OF RIGHT OF ACCESS TO EDUCATION RECORDS - PUBLIC LAW 93-380

I hereby waive my right of access to confidential statements and recommendations which are contained in, or are a part of my education records in the possession of, or used by the Career Planning & Placement Center's office, its Director, and Staff. This waiver, which I understand I am not obligated to sign, is in compliance with Section 438 of Public Law 93-380 (b) (2) (A).

_____
Signed

_____
Date

I retain my right of access to confidential statements and recommendations that are a part of my education records.

_____
Signed

_____
Date

Please indicate if we have your permission to release credentials to prospective employers.

_____
Signed

_____
Date

Exhibit G

ESTIMATED SUPPLY AND DEMAND OF COLLEGE MAJORS FOR 1983-84

Positioning of each academic major in a particular demand category was accomplished by checking employer requests for graduates and with the help of all Placement Services staff members. Research is conducted each year by the Placement Services to provide new supply and demand information.

LOW SUPPLY

Accounting
Agricultural Engineering
Business/Coll. Tchg. (PhD)
Computer Science
Electrical Engineering
Engineering/Coll. Tchg.
Engineering Mechanics
Human Medicine (MD)
Industrial Arts Teaching
Learning Disabilitites Teaching (MS & exper)
Materials Science
Mechanical Engineering
Nursing
Osteopathic Medicine (DO)
School Diagnostician (EdS or PhD)
School Social Worker (MS)

POSSIBLE SHORTAGE

Accounting/Coll. Teaching
Agricultural Technology
Business Education Teaching
Chemical Engineering
Chemistry Teaching
Civil Engineering
Criminal Justice/Coll. Teaching
Data Processing Teaching
Deaf Education Teaching
Driver Education Teaching
Early Childhood Educ/Coll. Tchg.
Earth Science Teaching
Finance/Coll. Teaching
Food Science
General Science Teaching
Hotel, Rest. & Inst. Mgt.
Hotel, Rest. Inst. Mgt./Coll. Tchg.
Labor & Industrial Relations (MLIR)
Mathematics Teaching
Mentally Handicapped Tchg.
Nursing/Coll. Tchg.
Operations Mgt./Production
Physical Science Teaching
Physics Teaching
Reading Inst./Coll. Tchg.
Reading Inst. Tchg.
Risk & Insurance
Sanitary Engineering
School Agricultural Education
School Business Education
School Coaching (Basketball, Football, swimming, wrestling, etc.)
School Counseling (MA & 3 yrs. exper.)
School Deaf Education
School Distributive Educ.
School Speech Correctionist
Special Educ./Coll. Tchg.
Systems Science
Veterinary Medicine (DVM)
Visually Handicapped Tchg.

NEAR BALANCE

Administration in Higher Education (housing, admissions, placement, etc.)
Agricultural Business
Agricultural Communications
Agricultural Economics
Agricultural Extension
Art Teaching
Audiology & Speech Science
Biochemistry
Biophysics
Botany & Plant Pathology (PhD)
Chemistry
Clinical Psychologist (PhD)
Crop Science
Dairy Science
Dietetics
Emotionally Disturbed Tchg.
Financial Administration
Engineering Arts
Food Systems Management
General Business
Geology (MS)
Home Economics Tchg.
Horticulture
Human Ecology/Coll. Tchg.
Institutional Administration
Instrumental Music Tchg.
Journalism Teaching
Landscape Architecture
Marketing
Mathematics
Merchandising Management
Microbiology & Pub. Health (MS, PhD)
Physically Handicapped Tchg.
Physics
Physiology (MS, PhD)
School Administration (supt., princ, etc.)
School Librarian
School Vocal Music Tchg.
Soil Science
Spanish Teaching
Statistics
Transportation/Distribution
Zoology (MS, PhD)

ADEQUATE SUPPLY

Advertising
Agriculture/Coll. Tchg.
Agricultural Mechanics
Animal Husbandry
Astronomy
Biological Science
Botany & Plant Pathology (BS, MS)
Building Construction
Child Development
Child Development Tchg.
Clothing & Textiles
Communication
Counseling/Pers. Serv./Coll. Tchg.
Criminal Justice
Criminalistics
Economics
Elementary Education/Coll. Tchg.
English Teaching
Entomology
Family Ecology
Family Economics & Management
Family Studies
Foods
Foods & Nutrition
Geography
Geology (BS)
Geophysics
German Teaching
Home Economics (General)
Human Environ. & Design
Human Nutrition
Human Shelter & Interior Design
Interior Design
Microbiology & Pub. Health (BS)
Music Therapist
Natural Science/Coll. Tchg.
Nutritional Sciences
Packaging
Park & Recreation Resources
Personnel Administration
Physical Education Teaching
Physical Education/Coll. Tchg.
Physical Science
Physiology (BS)
Poultry Science
Public Administration
Public Affairs Management
Recreation
Resource Development
Social Work (MSW)
Sociology/Coll. Tchg.
Therapeutic Recreation
Zoology (BS)

SURPLUS

Anthropology
Art
Arts & Letters/Coll. Tchg.
Biology Tchg. (also certified in General Science)
Communication Arts/Coll. Tchg.
Conservation/Nat. Res. Educ. Tchg.
Community Services
Curriculum/Coll. Tchg.
Economics Teaching
Educational Psychology (MS)
Educ. Administration/Coll. Tchg.
Elementary Educ. Tchg.
English
Family-Community Services
Family & Consumer Resources
Fisheries & Wildlife
Foreign Languages
German & Russian
Romance Languages
Forestry
French Teaching
Health Teaching
History
History Teaching
Humanities
Journalism
Latin Teaching
Linguistics
Multidisciplinary Soc. Sci. Tchg.
Philosophy
Political Science
Psychology
Psychology/Coll. Tchg.
Religion
Russian Tchg.
Secondary Educ./Coll. Tchg.
Social Science
Social Studies/Coll. Tchg.
Social Work (BS)
Sociology
Speech Tchg.
Teacher Educ./Coll. Tchg.
Telecommunications
Theatre
Theatre Teaching
Travel & Tourism Mgt.
Urban Development
Urban Planning

DEFINITIONS

Low Supply - Many more positions than college graduates.

Possible Shortage - Few more positions than college graduates.

Near Balance - Approximately as many college graduates as positions.

Adequate Supply - Few more college graduates than positions.

Surplus - Many more college graduates than positions.

References on Supply and Demand for College Graduates

Placement Services, Michigan State University. PLACEMENT SERVICES BULLETIN. East Lansing, MI: Michigan State University, Weekly.

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Shingleton, John D. and Scheetz, L. Patrick. RECRUITING TRENDS SURVEY. East Lansing, MI: Michigan State University, Annually. HD 6277 S47.

U.S. Deparment of Labor, Bureau of Statistics. OCCUPATIONAL OUTLOOK HANDBOOK. Washington, D.C.: Government Printing Office, Quarterly. HF 5382 .052.

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Distributed by Placement Services, Michigan State University, East Lansing, Michigan 48824. Telephone (517)355-9510.

Exhibit H

MCPA Research Committee

Model Course on

Career Planning

Recently, the MCPA Research Committee established as one of its major goals the creation of a proposed model for a credit course in Career Planning. It is believed such a course will help alleviate student concerns and uncertainties pertaining to choosing a career.

Also included are outlines of career courses used by various colleges and universities from which additional ideas and suggestions can be drawn.

The attached information is submitted by the Research Committee for approval by the Midwest College Placement Association. Upon approval, it is recommended that the course model be made available to all MCPA member schools for implementation.

Jack Shingleton
John Demlow
MCPA Research Committee

Exhibit H *(continued)*

May 4, 1973

Career Planning and Human Development

Primarily for Freshmen and Sophomores
Designed as a One-Credit Course

Session 1. Philosophy of Career Choice

- 1.1 Overview of course objectives
- 1.2 Discussion of the work ethic
- 1.3 Career planning--a continuing process
  - 1.3.1 Choosing a career versus drifting into a career
- 1.4 Career families
- 1.5 The decision-making process as it pertains to career planning

Session 2. Mission of the University

- 2.1 Comparison with community colleges, trade schools, technical institutes, etc.
- 2.2 Effect of course selection on careers
- 2.3 Purpose of an education (not solely for career orientation)

Session 3. Self-Evaluation

- 3.1 Impact of the individual's value system on choice of career
- 3.2 Impact of career selection on an individual's value system
- 3.3 The art of combining lifestyle and career selection

Session 4. Evaluative Tools and Techniques

- 4.1 Self-Evaluation
  - 4.1.1 Tests, counseling, seminars/workshops in developing human potential, interpersonal relations, etc.
- 4.2 Advantages and disadvantages of evaluative tools

Session 5. Careers and College Majors

- 5.1 General concepts of career patterns in:

  Liberal Arts
  Social Science
  Engineering

-1-

Exhibit H *(continued)*

Session 5. (Con't)

Natural and Physical Sciences
Business
Education
Professional schools

Session 6. Graduate Schools and Professional Schools

6.1 Purpose of attending graduate school
6.2 Opportunities and expectations
6.3 Sources of information on graduate schools

Session 7. Mobility in the University System

7.1 Options and alternatives
7.2 Impacted areas
7.3 Emerging majors and options

Session 8. Employability

8.1 Ways of increasing employability and marketability
  8.1.1 Summer employment, part-time employment, field study experience, cooperative education
8.2 What business and industry seek in a candidate
8.3 Transition from the University to employment
  8.3.1 Expectations and the actual
  8.3.2 "Doing" compared to "learning" environment
  8.3.3 Evaluating career progress

Session 9. Trends and Occupations

9.1 Market analysis
9.2 Salary potential
9.3 Mobility requirements
9.4 Conditions of the labor market for women and minority groups
9.5 Emerging occupations

Session 10. Final Examination

10.1 Questions on subject matter of course
10.2 Completion of a resume

-2-

Exhibit I

bpo BUSINESS PLACEMENT OFFICE

INDIANA UNIVERSITY
JOB REPORTING FORM *

DATE _____ CONTACT PERSON _____

TITLE _____

COMPANY _____

ADDRESS _____

CITY, STATE, ZIP _____

TELEPHONE _____

ONLY LIST POSITION IN JOB OPPORTUNITIES BULLETIN: In company name _____

Blind listing _____

ONLY REFER RESUMES OF QUALIFIED GRADUATES _____

BOTH LIST POSITION AND REFER RESUMES _____

JOB OPPORTUNITY

(Please use separate page for additional openings)

Job title _____

Degree level and major required or preferred (e.g., B.S., M.B.A., finance, etc.)

_____

_____

Job description, duties, advancement path _____

_____

_____

_____

_____

Salary range _____

Initial location _____

Percent of time spent traveling _____

*THIS FORM TO BE USED ONLY FOR REPORTING JOBS IN THE JOB OPPORTUNITIES BULLETIN (J.O.B.). THIS FORM IS NOT FOR USE IN ANY ON-CAMPUS RECRUITING ACTIVITIES.

JN 4/84

Exhibit I *(continued)*

Carnegie-Mellon University

Career Services and Placement
5000 Forbes Avenue
Pittsburgh, Pennsylvania 15213
(412) 578-2064

EMPLOYER: _____ DATE: _____

_____

ADDRESS: _____ TELEPHONE _____

_____ EXTENSION _____

_____ AREA CODE _____

CONTACT: _____ CONTACT METHOD _____

TITLE: _____

Employer's Business
and/or
Department Function

LOCATION OF POSITION TO BE FILLED: _____

SALARY RANGE: _____ TRAVEL _____

JOB TITLE: _____

JOB DESCRIPTION OR DUTIES:

MINIMUM and/or PREFERRED QUALIFICATIONS REQUIRED:
(Include most appropriate degree and experience)

Exhibit I *(continued)*

PLEASE PRINT

NORTHWESTERN UNIVERSITY ALUMNI PLACEMENT

NAME _____ DATE _____
Last First M.I.

HOME ADDRESS _____ ZIP _____ PHONE _____
(city)

MAILING ADDRESS (if different) _____ ZIP _____

*PRESENT EMPLOYER _____ PHONE _____

*PRESENT POSITION _____ SALARY _____ DATE HIRED _____

*POSITION DESIRED: (1) _____ (2) _____ SALARY DESIRED (range) _____

GEOGRAPHIC RESTRICTIONS _____ GEOGRAPHIC PREFERENCE _____

ACADEMIC OR PROFESSIONAL TRAINING

(1) UNDERGRADUATE
INSTITUTION _____ LOCATION _____ DATES ATTENDED _____
DEGREE/CERTIFICATE _____ YEAR _____ MAJOR _____ MINOR _____ GPA _____

(2) GRADUATE
INSTITUTION _____ LOCATION _____ DATES ATTENDED _____
DEGREE/CERTIFICATE _____ YEAR _____ MAJOR _____ MINOR _____ GPA _____

(3) OTHER
INSTITUTION _____ LOCATION _____ DATES ATTENDED _____
DEGREE/CERTIFICATE _____ YEAR _____ MAJOR _____ MINOR _____

ACADEMIC HONORS & ACTIVITIES _____

SPECIAL TRAINING _____ DURATION _____

MECHANICAL OR BUSINESS SKILLS _____ LANGUAGES _____

ADDITIONAL PERTINENT FACTS (Experience, licenses, Professional Memberships, hobbies, interests) _____

(DO NOT WRITE BELOW THIS LINE)

Occ. Code Env.

NORTHWESTERN UNIVERSITY
ALUMNI PLACEMENT
SCOTT HALL
EVANSTON, IL 60201
(312) 492-3701

Exhibit I (continued)

EXPERIENCE
(List main responsibilities in reverse chronological order)

1 2 3

EMPLOYER & TYPE OF BUSINESS	TITLE (UNDERLINED) AND DUTIES	LENGTH OF EMPLOYMENT	REASON FOR CHANGE

Exhibit J

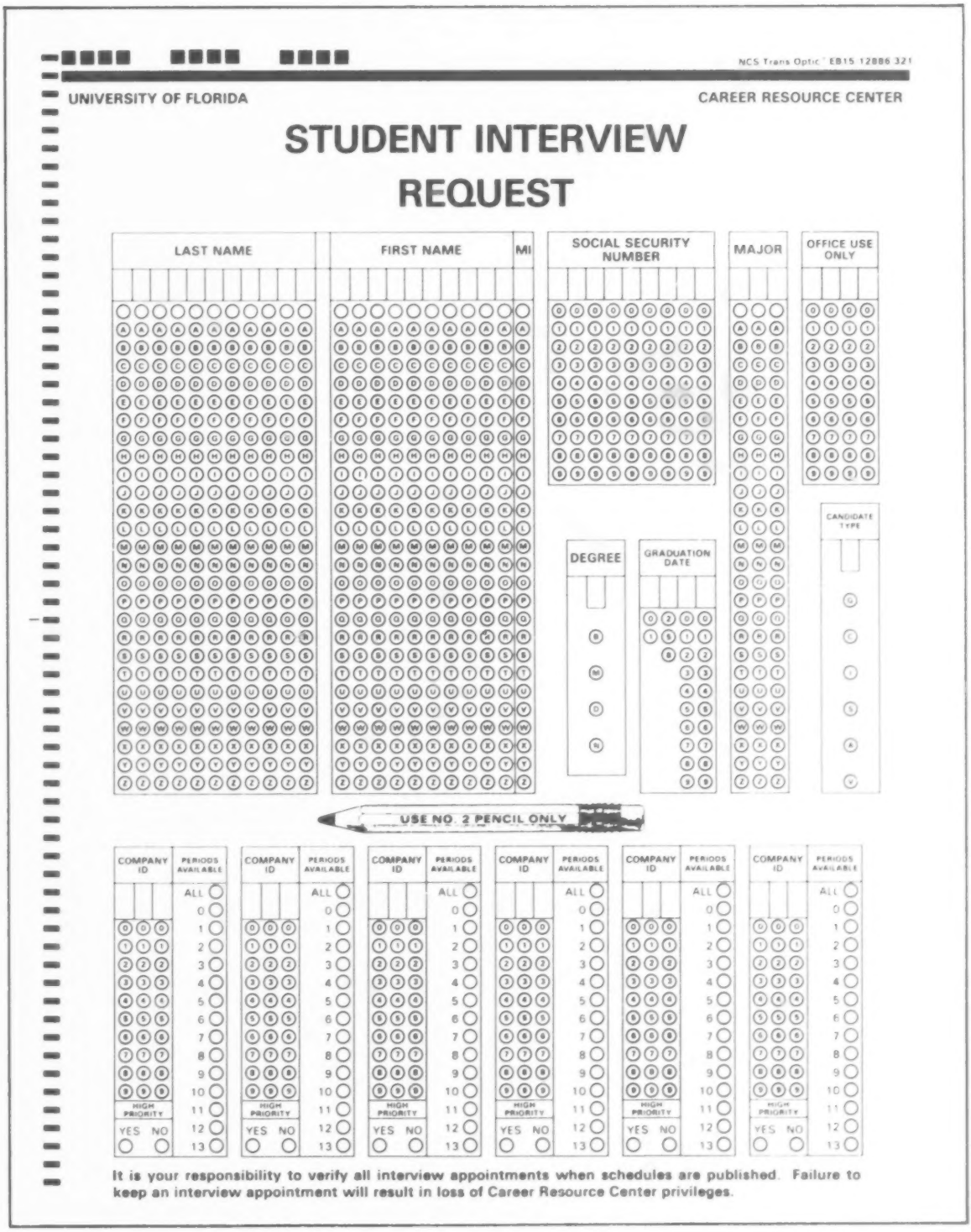
NCS Trans Optic ' EB15 12886 321
UNIVERSITY OF FLORIDA
CAREER RESOURCE CENTER
STUDENT INTERVIEW REQUEST
LAST NAME
FIRST NAME
MI
SOCIAL SECURITY NUMBER
MAJOR
OFFICE USE ONLY
DEGREE
GRADUATION DATE
CANDIDATE TYPE
USE NO. 2 PENCIL ONLY
COMPANY ID
PERIODS AVAILABLE
ALL
HIGH PRIORITY
YES NO
It is your responsibility to verify all interview appointments when schedules are published. Failure to keep an interview appointment will result in loss of Career Resource Center privileges.

Exhibit J *(continued)*

PLACEMENT SERVICES—MICHIGAN STATE UNIVERSITY
East Lansing, Michigan 48824—Telephone: (517) 355-9510

Interview Request Form
READ INSTRUCTIONS in the weekly Placement Services Bulletin and on reverse side this form.

Your Name _____ Telephone: _____
Last First Middle Initial

Date of Graduation _____ Degree: B M D (circle one) U.S. Citizen or lawfully employable in U.S.? Yes ____ No ____
Month Year

Have you completed credential forms? Yes ____ No ____ Receiving a TEACHING CERTIFICATE? Yes ____ No ____

STUDENT NUMBER

First four letters of LAST NAME

SCHEDULE NUMBERS for this Week's Interview Requests

PREFERENCES FOR THIS WEEK'S INTERVIEW REQUESTS: Rank each of this week's requests from 01 = highest priority, 02 = next highest, etc. Use each number ONLY once each week or your requests will be given priority 99.

TIMES AVAILABLE FOR INTERVIEWING: (Mark all that apply)

8:00-9:00	1	1	1	1	1	1
9:00-10:00	2	2	2	2	2	2
10:00-11:00	3	3	3	3	3	3
11:00-12:00	4	4	4	4	4	4
1:00-2:00	5	5	5	5	5	5
2:00-3:00	6	6	6	6	6	6
3:00-4:00	7	7	7	7	7	7
4:00-5:00	8	8	8	8	8	8
Anytime	9	9	9	9	9	9

PREMIUM REQUEST? (Maximum of 2 per year)
ONLY mark "yes" for your premium requests.

Yes ○	Yes ○	Yes ○	Yes ○	Yes ○	Yes ○

CANCELLATIONS ARE ONLY PERMITTED PRIOR TO TWO DAYS BEFORE YOUR SCHEDULED INTERVIEW DATE EXCEPT FOR EMERGENCIES.

MSU is an Affirmative Action/Equal Opportunity Institution

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MICHIGAN STATE UNIVERSITY
Placement Services
East Lansing, Michigan 48824

STARTING SALARIES FOR BACHELOR's DEGREE GRADUATES

COLLEGES	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83
Agriculture & Natural Resources	$ 9,814	$ 9,641	$ 9,987	$10,852	$11,765	$13,188	$14,849	$15,946	$17,407	$17,743
Arts & Letters	9,433	8,638	9,282	10,677	9,422	11,136	12,388	13,054	13,793	14,140
Lyman Briggs	9,124	9,774	12,816	12,044	13,200	13,864	13,726	16,301	18,393	18,602
Business	10,179	9,622	10,201	11,441	12,339	13,461	14,424	15,756	16,441	17,227
Communication Arts & Sciences	9,315	8,959	8,960	10,922	9,534	11,451	13,014	13,737	14,601	14,569
Education	9,982	10,407	9,274	10,690	10,930	11,008	11,915	12,664	13,049	14,141
Engineering	11,808	12,709	13,764	15,269	16,479	18,121	19,931	22,046	23,943	24,317
Human Ecology	9,035	8,726	8,676	9,200	10,389	10,982	11,863	12,825	13,024	12,968
James Madison	10,256	8,640	10,072	.....	.....	12,709	12,861	13,734	13,001	15,619
Natural Science	9,982	9,679	10,328	12,098	12,415	13,834	14,495	15,528	16,260	17,082
Nursing	.....	.....	.....	.....	.....	.....	.....	15,774	18,101	18,766
Social Science	10,274	10,937	9,107	11,570	10,981	12,324	13,629	14,423	14,284	15,522
Urban Development	.....	.....	9,812	.....	.....	11,286	12,241	18,284	14,534	11,900
All Students	9,844	10,185	10,516	12,175	12,432	13,379	14,866	16,283	17,048	17,670
Female Students	9,156	9,130	9,828	11,288	11,263	12,355	13,476	14,505	15,433	16,133
Black/Afro-American	9,963	11,083	11,337	12,709	12,129	13,570	15,575	16,418	17,916	16,834
American Indian	.....	.....	.....	.....	.....	.....	.....	18,635	20,000	17,000
Asian/Pacific Islander	.....	.....	.....	.....	.....	.....	.....	15,701	17,851	19,311
Hispanic Students	.....	.....	.....	.....	.....	.....	.....	16,524	18,040	17,458
Teacher Education	.....	.....	.....	.....	.....	.....	.....	12,540	13,566	13,926
ADVANCED DEGREES										
Masters	.....	.....	.....	.....	.....	.....	.....	18,796	20,544	21,068
Doctorate	.....	.....	.....	.....	.....	.....	.....	21,018	22,045	23,263

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MICHIGAN STATE UNIVERSITY
Placement Services
East Lansing, Michigan 48824

% OF BACHELOR'S DEGREE GRADUATES STAYING IN MICHIGAN

COLLEGES	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83
Agriculture & Natural Resources	57.3%	61.4%	69.3%	69.0%	62.3%	66.7%	59.1%	58.9%	60.3%	61.0%
Arts & Letters	67.7	71.0	76.6	71.9	68.4	69.7	66.5	71.9	65.8	66.0
Lyman Briggs	46.5	52.5	74.4	52.4	50.0	67.2	52.0	55.4	49.0	60.4
Business	61.6	66.0	70.8	66.8	69.5	68.4	60.4	60.2	60.9	61.0
Communication Arts & Sciences	69.4	74.6	70.8	75.7	72.8	75.5	69.7	67.3	74.3	73.3
Education	76.7	80.4	86.4	83.5	82.4	79.1	79.5	71.2	73.5	70.3
Engineering	49.7	50.2	53.3	50.5	56.4	51.0	40.7	35.6	38.6	46.9
Human Ecology	69.8	72.1	73.2	72.7	69.6	70.0	68.7	61.2	63.6	63.3
James Madison	65.6	62.3	60.7	53.1	64.1	69.0	51.9	53.5	50.0	51.0
Natural Science	58.1	64.9	75.3	70.2	69.6	71.3	66.4	58.8	61.7	71.7
Nursing	....	....	....	....	....	....	....	88.9	79.4	76.3
Social Science	72.2	75.5	78.6	77.8	76.6	74.7	73.4	72.1	68.7	75.6
Urban Development	0.0	71.4	85.7	80.5	81.4	74.4	82.9	55.2	83.3	71.4
ALL STUDENTS	69.3	70.2	74.2	71.3	69.8	70.0	63.9	61.6	63.0	64.4
Female Students	76.2	76.2	76.6	75.6	72.5	73.9	68.7	67.4	65.6	67.6
Black/Afro-American	74.5	77.5	....	78.2	80.9	75.0	75.0	65.5	66.3	75.0
American Indian	....	....	62.5	84.6	90.0	70.0	70.0	64.1	100.0	83.3
Asian/Pacific Islander	....	....	....	64.3	60.0	75.0	50.0	65.7	60.0	69.4
Hispanic Students	....	....	78.3	68.2	100.0	....	....	72.0	56.5	69.0
Teacher Education	....	....	....	82.5	79.7	78.5	78.5	68.9	70.9	70.4
ADVANCED DEGREES										
Masters	....	....	70.9	69.7	74.1	71.1	71.1	64.3	64.9	65.0
Doctorate	....	....	45.7	42.1	50.8	45.6	45.6	49.4	45.4	48.3

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MICHIGAN STATE UNIVERSITY
Placement Services
East Lansing, Michigan 48824

% OF UNEMPLOYED BACHELOR'S GRADUATES
WITHIN THREE MONTHS AFTER GRADUATION

COLLEGES	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83
Agriculture & Natural Resources	8.7%	12.0%	13.6%	12.8%	11.2%	8.3%	12.3%	18.1%	19.4%	18.1%
Arts & Letters	13.8	11.2	14.9	14.9	10.4	12.3	9.1	16.3	16.0	8.2
Lyman Briggs	9.3	13.8	9.8	6.4	4.0	0.0	3.7	8.9	4.1	7.6
Business	8.5	10.6	11.0	8.6	5.4	7.0	12.6	10.7	16.1	13.3
Communication Arts & Sciences	10.6	14.1	13.5	6.9	10.1	8.6	11.8	17.3	17.3	16.8
Education	5.1	7.7	17.9	16.7	9.1	9.7	8.1	17.1	19.4	16.7
Engineering	3.7	6.6	6.9	2.3	1.9	1.5	3.2	4.6	7.7	9.9
Human Ecology	15.6	12.2	14.6	12.2	8.2	9.1	8.0	12.0	17.4	15.1
James Madison	13.1	7.3	15.1	12.5	15.4	5.2	10.1	12.8	10.4	10.4
Natural Science	8.4	9.4	13.0	8.7	5.9	9.2	10.2	7.9	15.0	10.3
Nursing	...	...	...	...	...	...	...	1.6	1.0	2.6
Social Science	13.8	15.2	19.3	16.5	12.1	11.6	11.2	20.2	15.8	15.7
Urban Development	0.0	9.5	14.3	12.2	4.7	10.3	9.8	13.8	35.7	35.7
ALL STUDENTS	10.4	10.4	14.0	10.9	8.0	8.2	9.1	13.2	15.1	13.7
Female Students	13.4	12.0	16.9	13.4	9.8	9.0	9.5	15.4	16.6	15.5
Black/Afro-American	11.2	16.9	19.0	15.2	13.5	8.0	10.5	22.8	21.8	22.5
American Indian	...	...	12.5	7.7	9.1	10.0	20.0	20.0	28.5	0.0
Asian/Pacific Islander	...	...	...	10.7	3.3	12.5	3.3	20.0	16.6	16.3
Hispanic Students	...	...	8.7	18.2	...	...	3.9	16.0	21.7	3.4
Teacher Education	...	...	...	14.6	9.7	10.1	8.1	14.8	16.3	13.3
ADVANCED DEGREES										
Masters	...	...	6.7	3.5	2.8	4.0	2.7	5.9	7.4	7.5
Doctorate	...	...	3.0	1.7	2.9	1.7	1.7	2.4	4.1	3.6

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Exhibit K *(continued)*

MICHIGAN STATE UNIVERSITY
Placement Services
East Lansing, Michigan 48824

STARTING SALARIES FOR BACHELOR's DEGREE GRADUATES

COLLEGES	1978-79	1979-80	1980-81	1981-82	1982-83
Agriculture & Natural Resources	$13,188	$14,849	$15,946	$17,407	$17,743
Arts & Letters	11,136	12,388	13,054	13,793	14,140
Lyman Briggs	13,864	13,726	16,301	18,393	18,602
Business	13,461	14,424	15,756	16,441	17,227
Communication Arts & Sciences	11,451	13,014	13,737	14,601	14,569
Education	11,008	11,915	12,664	13,049	14,141
Engineering	18,121	19,931	22,046	23,943	24,317
Human Ecology	10,982	11,863	12,825	13,024	12,968
James Madison	12,709	12,861	13,734	13,001	15,619
Natural Science	13,834	14,495	15,528	16,260	17,082
Nursing	.....	.....	15,774	18,101	18,766
Social Science	12,324	13,629	14,423	14,284	15,522
Urban Development	11,286	12,241	18,284	14,534	11,900
All Students	13,379	14,866	16,283	17,048	17,670
Female Students	12,355	13,476	14,505	15,433	16,133
Black/Afro-American	13,570	15,575	16,418	17,916	16,834
American Indian	.....	.....	18,635	20,000	17,000
Asian/Pacific Islander	.....	.....	15,701	17,851	19,311
Hispanic Students	.....	.....	16,524	18,040	17,458
Teacher Education	.....	.....	12,540	13,566	13,926
	ADVANCED DEGREES				
Masters	.....	.....	18,796	20,544	21,068
Doctorate	.....	.....	21,018	22,045	23,263

LPS/mfl

MICHIGAN STATE UNIVERSITY
Placement Services
East Lansing, Michigan 48824

% OF UNEMPLOYED BACHELOR'S GRADUATES
WITHIN THREE MONTHS AFTER GRADUATION

COLLEGES	1978-79	1979-80	1980-81	1981-82	1982-83
Agriculture & Natural Resources	8.3%	12.3%	18.1%	19.4%	18.1%
Arts & Letters	12.3	9.1	16.3	16.0	8.2
Lyman Briggs	0.0	3.7	8.9	4.1	7.6
Business	7.0	12.6	10.7	16.1	13.3
Communication Arts & Sciences	8.6	11.8	17.3	17.3	16.8
Education	9.7	8.1	17.1	19.4	16.7
Engineering	1.5	3.2	4.6	7.7	9.9
Human Ecology	9.1	8.0	12.0	17.4	15.1
James Madison	5.2	10.1	12.8	10.4	10.4
Natural Science	9.2	10.2	7.9	15.0	10.3
Nursing	...	...	1.6	1.0	2.6
Social Science	11.6	11.2	20.2	15.8	15.7
Urban Development	10.3	9.8	13.8	35.7	35.7
All Students	8.2	9.1	13.2	15.1	13.7
Female Students	9.0	9.5	15.4	16.6	15.5
Black/Afro-American	8.0	10.5	22.8	21.8	22.5
American Indian	10.0	20.0	20.0	28.5	0.0
Asian/Pacific Islander	12.5	3.3	20.0	16.6	16.3
Hispanic Students	...	3.9	16.0	21.7	3.4
Teacher Education	10.1	8.1	14.8	16.3	13.3
ADVANCED DEGREES					
Masters	4.0	2.7	5.9	7.4	7.5
Doctorate	1.7	1.7	2.4	4.1	3.6

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MICHIGAN STATE UNIVERSITY
Placement Services
East Lansing, Michigan 48824

% OF BACHELOR'S DEGREE GRADUATES STAYING IN MICHIGAN

COLLEGES	1978-79	1979-80	1980-81	1981-82	1982-83
Agriculture & Natural Resources	66.7%	59.1%	58.9%	60.3%	61.0%
Arts & Letters	69.7	66.5	71.9	65.8	66.0
Lyman Briggs	67.2	52.0	55.4	49.0	60.4
Business	68.4	60.4	60.2	60.9	61.0
Communication Arts & Sciences	75.5	69.7	67.3	74.3	73.3
Education	79.1	79.5	71.2	73.5	70.3
Engineering	51.0	40.7	35.6	38.6	46.9
Human Ecology	70.0	68.7	61.2	63.6	63.3
James Madison	69.0	51.9	53.5	50.0	51.0
Natural Science	71.3	66.4	58.8	61.7	71.7
Nursing	....	....	88.9	79.4	76.3
Social Science	74.7	73.4	72.1	68.7	75.6
Urban Development	74.4	82.9	55.2	83.3	71.4
ALL STUDENTS	70.0	63.9	61.6	63.0	64.4
Female Students	73.9	68.7	67.4	65.6	67.6
Black/Afro-American	75.0	75.0	65.5	66.3	75.0
American Indian	70.0	70.0	64.1	100.0	83.3
Asian/Pacific Islander	75.0	50.0	65.7	60.0	69.4
Hispanic Students	....	....	72.0	56.5	69.0
Teacher Education	78.5	78.5	68.9	70.9	70.4
ADVANCED DEGREES					
Masters	71.1	71.1	64.3	64.9	65.0
Doctorate	45.6	45.6	49.4	45.4	48.3

LPS/mfl

Exhibit L

GRADUATING STUDENT QUESTIONNAIRE

Career Resource Center
University of Florida
Gainesville, Florida 32611

Dear Graduating Student,

Please complete this questionnaire. Return it in the enclosed postage pre-paid envelope. Questions relate to your after-graduation plans. Information given will be used to help the University better respond to your job search needs and those of future graduates. Your individual input is important! All information will be treated as confidential.

I **PERSONAL DATA** ☐ Male ☐ Female ☐ American Indian ☐ American Oriental ☐ American Black
☐ Registered with CRC ☐ Spanish Surname Amer ☐ American White ☐ Other

Social Security No. _____
Give address through which future letters will reach you.

No. & Street _____

City _____

State _____ Zip _____

☐ II. **ACADEMIC BACKGROUND** Place appropriate NUMBER in box provided for degree you are receiving.
1 - Bachelor 3 - Specialist
2 - Masters 4 - Doctorate

Major _____ Graduation Date _____

College _____

☐ III. **EMPLOYMENT STATUS** (Indicate what your job status will be **as of date of graduation** by placing the appropriate LETTER in the box provided that most nearly describes your situation.)

A - Not in Job Market at Present
B - Have Accepted a Job
C - Have a Firm Job Offer(s)
D - Negotiating for a Job
E - Available but no Job Prospects at Present
F - Plan to Continue my Education

If you indicated A (not in the job market) - Skip all below. Return questionnaire in envelope provided.

☐ If you indicated B, C, or D (accepted job, job offer, or negotiating) - identify type employer by placing NUMBER in the box provided.

1 - Business - Industry
2 - Education
3 - Government
4 - Self-employed
5 - Military
6 - Health: Medical
7 - Religious Service
8 - Legal

If you indicated **B** (accepted a job) give the following:

Job Title _____ Location (city/state) _____

Employer Name _____

☐ Monthly Salary Range - place appropriate NUMBER in the box provided that corresponds to the salary range accepted.

01 - less than $1000	06 - $1401 - 1500	11 - $1901 - 2000	16 - $2401 - 2600
02 - $1001 - 1100	07 - $1501 - 1600	12 - $2001 - 2100	17 - $2601 - 2800
03 - $1101 - 1200	08 - $1601 - 1700	13 - $2101 - 2200	18 - $2801 - 3000
04 - $1201 - 1300	09 - $1701 - 1800	14 - $2201 - 2300	19 - $3001 - 3200
05 - $1301 - 1400	10 - $1801 - 1900	15 - $2301 - 2400	20 - more than 3200

☐ **If you indicated E (available) the Career Resource Center can assist in your job search.** Place appropriate NUMBER in box provided that represents your job placement needs. If you checked "REGISTERED with CRC" in paragraph I, is assistance: 1 - Being Received 2 - Needed 3 - Not needed?
If NOT Registered is assistance: 4 - Needed 5 - Not Needed?

☐ **If you checked 4, please stop by or write the CRC for registration forms.**
If you indicated F (continuing education) - Identify program by placing appropriate NUMBER in the box provided and give information requested.

1 - Advanced Degree 2 - Same Degree 3 - Post Baccalaureate Studies

Name of University _____ Academic Major _____

☐ Place appropriate NUMBER in box provided for degree you will be working on.

1 - Bachelor 2 - Masters 3 - Specialist 4 - Doctorate 5 - None

Thank you, your time and effort is appreciated. Good luck in your future career!

Maurice E. Mayberry, Director Career Resource Center Suite G-1 Rertz Union

Exhibit M

Please type or print

UNIVERSITY OF FLORIDA
Co-operative Education Program
Career Resource Center
G-1 J. Wayne Reitz Union
Gainesville, Florida 32611

STUDENT WORK REPORT

Fall, Spring, Summer, 19 _____ (Circle Semester worked)

Curriculum _____

NAME _____ (Last) (First) (Mid. Init.)

DATE _____ (Mo.) (Day) (Yr.)

EMPLOYER _____

LOCATION _____ (City) (State)

DIV. OR DEPT. _____

SUPERVISOR _____

WORK SEM., NO. _____

SALARY $ _____

PER _____

Did you take any courses for credit while at work? _____ What? _____

What semester are you returning to Co-op? Fall _____ Spring _____ Summer _____

Describe briefly the general nature of your work and mention any specific duties or responsibilities assigned to you, any values you gained through this experience, and any suggestions for improving the assignment.

USE ADDITIONAL PAGES IF NECESSARY

Exhibit M *(continued)*

STUDENT EMPLOYMENT MANUAL

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Definition of a Student Employee 1

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Student Working Hours 2
Worker's Compensation 2
On-The-Job Injuries 3
Unemployment Compensation 3
Severe Weather 3
Rest Periods 4
Hiring Foreign Students 4
Pay Rates 4
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Employment of Relatives 5
Driver and Chauffeur Licenses 5
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Exhibit N

PROMOTING PROFESSIONALISM:

Principles for Professional Conduct

for

College Career Planning, Placement, and Recruitment

Approved by
The Board of Governors
The College Placement Council, Inc.
The national association for career planning, placement, and recruitment

June 1983

The College Placement Council, Inc.
62 Highland Avenue
Bethlehem, Pennsylvania 18017

PROMOTING PROFESSIONALISM:

Principles for Professional Conduct for

College Career Planning, Placement, and Recruitment

It is vital that those engaged in the career planning, placement, and recruitment of college graduates conduct themselves in an ethical manner. These **Principles for Professional Conduct** are for the college and university officials, recruiters, and candidates involved in the process.

The recruiting of college graduates should be carried out by recruiters, candidates, and college authorities to enhance:

- An open and free selection of employment opportunities which will provide candidates with opportunities for optimum long-term utilization of their talents, consistent with their personal objectives, based on consideration of all relevant facts, and in an atmosphere conducive to objective thought;
- Informed and responsible decision making by candidates;
- The consideration of the needs of the employing organization, the campus, and the candidate which results in mutually satisfying relationships.

Employing organizations, colleges and universities, and candidates in the recruiting process have a responsibility for, and can benefit from, adherence to principles of professional conduct. Conversely, unprofessional or unethical conduct can have serious repercussions:

- Recruiter abuses can create negative images and could result in revocation of on-campus recruitment privileges;
- Abuses by colleges and universities could lead to fewer recruiters participating in on-campus recruitment and fewer students signing up for placement services;
- Candidate abuses may reduce opportunities for all candidates; in particular, individuals' career/life plans could be negatively affected by their own or others' actions.

The principles outlined in this paper serve as guides for professional conduct. Compliance with these principles benefits all concerned and the profession as a whole, and reduces the potential for abuses.

The Board realizes that these principles are not all-inclusive. However, they are intended to serve as a framework within which the placement and recruitment process should function and a foundation upon which professionalism can be promoted.

The Board of Governors
THE COLLEGE PLACEMENT COUNCIL, INC.
June 29, 1983

PRINCIPLES - COLLEGES AND UNIVERSITIES

Career planning and placement practitioners are responsible for establishing and monitoring practices which ensure the fair and accurate representation of students and the institution in the recruitment process.

Career planning and placement practitioners, when providing information on the institution and its graduates, should report accurately and encourage other offices within the institution to do the same.

Condoning misrepresentation of information on student resumes is unethical. Other examples of unethical practices are: knowingly permitting students to continue in the interviewing process after notification that they have accepted an offer; knowingly permitting students to utilize the interview process strictly for practice or for purposes other than those acceptable to the recruiting organization; knowingly permitting students to interview recruiting organizations for which they would be ineligible for hire.

The professional services of a career planning and placement office, including all counseling and information aspects, should be available to students without charge.

The career planning and placement function is an integral part of the educative process. The institution's support of such services, including adequate funding, staffing, and facilities, is a necessity.

Charging fees to students is an issue of concern as rising costs stretch declining academic budgets. However, students should not be charged for routine services. Charging fees alters the educational purpose of the career planning and placement function and has legal implications in some states.

However, fees charged for services a student would ordinarily pay for, such as duplicating credentials or resumes and mailing newsletters of job listings, are acceptable as long as they are based on the actual costs of production and postage.

The use of the placement facilities and support services, for recruiting purposes, should be available to employing organizations without charge.

A major function of the career planning and placement process is to assist students in their post-graduation pursuits. On-campus recruiters offer a wide variety of career opportunities, which encourage and support the students' decision-making process.

PROMOTING PROFESSIONALISM
Page 3

Charging for routine services may adversely impact the working relationship between recruiting and placement practitioners and may have legal implications in some states. Requiring fees might encourage recruiters to pressure career planning and placement offices for services not under the authority of that office nor in the students' or institution's best interests. A budget dependent on fees is also subject to market fluctuations and could adversely impact other funding to the institution.

Fees charged for special services such as job fairs, career days, and resume books should not exceed costs. Career planning and placement offices should not exploit the condition of the marketplace by using special services to gain income beyond the recovery of direct expenses.

Soliciting funds from organizations for special projects, such as equipment purchase or capital improvements, is considered acceptable. However, requests should be reserved for infrequent, special projects, and career planning and placement offices should not rely on such income to cover operating expenses.

Career planning and placement practitioners should promote and follow nondiscriminatory practices.

Student rights should not be infringed by unethical or illegal dissemination of information, including personal information about individuals given to employers by career planning and placement personnel or other officials of the institution.

No information covered by federal or state privacy laws should be disclosed to any organization without the student's written consent. Organizations should be advised that student information cannot be disclosed to another party without additional written consent from the student.

The candidate's freedom of choice in the selection of a career or a position should be protected from undue influence by faculty, placement staff, and recruiters.

Practitioners, when assisting students in examining career options, should not impose personal values or biases on candidates or encourage decisions based on insufficient information.

Career planning and placement practitioners should inform students of obligations, both financial and otherwise, when utilizing the services of agencies or other organizations performing recruiting services for a fee.

PROMOTING PROFESSIONALISM
Page 4

Where policy permits such organizations to interview students on campus, career planning and placement practitioners should require an advance copy of their contracts and a description of all fees and services. Students should read this information and be aware of all provisions, requirements, and rights before signing any contract.

PRINCIPLES - RECRUITING ORGANIZATIONS

Organizations are responsible for the ethical and legal conduct of their representatives throughout the recruiting process.

Questions that are illegal, discriminatory, or unrelated to the selection process should not be asked, nor should candidates' opinions of other candidates be solicited.

Sharing of candidate information with other organizations without prior written permission of the student is unethical.

In recruiting activities, the organization must assume responsibility for all representations made by its authorized representatives.

An organization should honor all commitments made in its name and respond to candidates in the time frame mutually agreed to by the recruiter and the candidate. An authorized representative of a recruiting organization should not misrepresent a position being offered. All offers should be confirmed in writing, and copies should be sent to the appropriate placement office.

Reimbursement for travel expenses associated with an authorized plant or office visit should be equitable and prompt. The organization should not impose undue financial or other hardships on the candidate when planning the visit.

Recruiters should be qualified interviewers and informed representatives of their organizations.

Selection and training of recruiters is a key aspect of the college recruiting process. Recruiters should be well prepared to conduct effective interviews.

Recruiters should respect the legal obligations of career planning and placement offices and request only those services or information that legally can be provided.

PROMOTING PROFESSIONALISM
Page 5

The only selection criteria which should be used as screening devices are those which can be validated or which result in no adverse impact.

Recruiters should not disclose confidential information to students, such as information obtained from references or other sources.

Recruiters should honor the policies and procedures of individual institutions.

Recruiters should not expect preferential services from career planning and placement personnel and should abide by the institution's rules and administrative practices. Examples of unacceptable practices by recruiters are: failing to honor commitments; arriving late and/or leaving early; failing to adhere to the interview schedules established; failing to notify the placement office of changes far enough in advance to avoid undue hardship on the office or candidates involved.

Recruiters should refrain from any practice that adversely affects the interviewing and decision-making processes.

It is in the best interest of candidates, colleges, and employers that the consideration of careers and the selection of opportunities be based on an understanding of all relevant facts. These considerations and decisions should be based on objective thought. The open and free selection of opportunities is a basic principle of the placement and recruitment field, and all recruiting practices should support this principle.

Recruiters should not subject candidates to undue or excessive pressure to accept offers. The time frame for decision making should be mutually agreed upon by both parties. It is encumbent upon both parties to keep each other informed of their status.

Employment practices that pressure a candidate to make a premature decision may have the following ramifications: a candidate rejecting an offer which might have been accepted if given more time for consideration; a candidate continuing the job-search process after accepting an offer; or an increase in the turnover rate of new hires.

Special inducements which adversely affect the recruitment and decision-making process are unethical. The offer or solicitation of gifts to gain favor in student referrals or extract preferential treatment is considered a special inducement. However, contributions for legitimate projects are acceptable as long as the organization or institution does not expect special consideration in return.

All commitments, oral or written, should be honored by all parties. Recruiters should refrain from making any unauthorized commitments during the interviewing process.

Organizations should be prepared to honor all offers extended. Any inference that only the first acceptances received will be honored is unethical.

PROMOTING PROFESSIONALISM
Page 6

Recruiters should make a full and accurate presentation of all relevant information during the recruiting process.

Misrepresentation of any aspect of employment is unethical.

Recruiters should notify students and the career planning and placement office in advance whether they are interviewing to maintain an image or presence on campus or for anticipated hiring purposes.

Organizations should advise the career planning and placement office of all recruiting-related activities not conducted through that office.

Organizations should not recruit through student associations or academic departments without the support and/or knowledge of the career planning and placement office. This practice tends to undermine the career planning and placement function, reducing its effectiveness as a recruiting service to students and its support to the recruiting organization.

An employment offer that is accepted is a contractual agreement that is expected to be honored.

Employers should not withdraw accepted job offers, but should honor all such commitments.

In the event of severe economic changes or other conditions requiring exceptions to this principle, the organization should initiate discussions with the affected career planning and placement office at the earliest possible time. Further, the organization should pursue a course of action for affected candidates which is fair and equitable.

All offers to students should be confirmed in writing. Organizations should notify the career planning and placement offices of all offers when extended to students of their institutions and job acceptances as received.

PRINCIPLES - CANDIDATES

Candidates should honor the policies and procedures of their institution.

Candidates and student groups should coordinate with the career planning and placement office any activities involving organizations which recruit on campus.

PROMOTING PROFESSIONALISM
Page 7

Candidates should adequately prepare for the recruiting process and accurately present their qualifications and interests.

Candidates are responsible for reading the organization's recruiting materials and completing required forms prior to the interview.

Falsifying data, such as G.P.A., date of graduation, major/minor, institutions attended, and eligibility to work in the United States, is not only unethical but may be grounds for dismissal if the candidate begins employment with the organization.

Candidates should sign up for interviews only when genuinely interested in the position for which the organization is interviewing.

Interviewing for practice takes advantage of recruiters and limits interviewing opportunities for other students who may be sincerely interested in the opportunities being offered by the organization.

Candidates should notify the career planning and placement office if they must cancel an interview appointment, and the employer if they must cancel a plant/office trip.

Candidates are responsible for adhering to the interview schedule. If they must cancel, they should notify the career planning and placement office well in advance so other students may interview.

An invitation for a plant/office visit should be acknowledged promptly regardless of the student's decision; it should be accepted only when the candidate has a sincere interest in that employer.

Should a scheduled plant/office visit need to be changed or cancelled, the candidate should notify the organization far enough in advance to alleviate any undue hardship or expense to the organization.

Candidates are responsible for notifying organizations of their acceptance or rejection of offers by the earliest possible time and no later than the time mutually agreed upon.

Candidates should expect offers to be confirmed in writing. Likewise, candidates should respond in writing to offers with acceptances or refusals as soon as they make their decisions, regardless of the deadline date. If candidates have legitimate reasons for extended consideration of offers, they should contact employers whose offers they are considering to establish mutually satisfactory decision dates. Candidates are expected to respond to all organizations whose offers they have received.

An accepted offer is a contractual agreement that is expected to be honored. After accepting an offer, candidates should withdraw from the interviewing process and notify the career planning and placement office and other organizations with offers pending.

Continuing to interview, taking plant/office trips after accepting an offer, or reneging on accepted offers is unethical.

If a candidate encounters problems after accepting an offer, the circumstances should be discussed with a career planning and placement official and the organization which made the offer before altering any previous decision.

Reimbursement for visits at an organization's expense should be only for those reasonable expenditures pertinent to the trip. If other organizations are visited on the same trip, the candidate should inform the organizations and prorate the costs.

Candidates should discuss with recruiters the costs which the organization will cover on the visit. Information should be clarified in advance, including class or mode of travel, entertainment, automobile rental, room accommodations, and food arrangements.

RECOMMENDED PROBLEM-SOLVING PROCEDURES

Questionable practices or problems involving recruiters, college and university personnel, or candidates should be addressed as follows:

- *Discuss the incident with all affected parties as quickly as possible to determine the specifics of the situation and explore alternative courses of action.*
- *Attempt to resolve the incident among the affected parties.*
- *Refer unresolved concerns to the supervisors of the involved parties or other appropriate officials.*
- *Obtain additional information or resolution procedures from the appropriate regional association and/or The College Placement Council, Inc.*

CONCLUSION

Adherence to these principles will facilitate a mutually satisfying relationship among colleges and universities, recruiters, and candidates. The recruitment process should be fair and equitable to all, with large and small organizations having equal access to candidates, and candidates having the maximum exposure to opportunities available.

PRINCIPLES FOR PROFESSIONAL CONDUCT FOR COLLEGE CAREER PLANNING, PLACEMENT, AND RECRUITMENT

THE FOLLOWING PRINCIPLES ARE INTENDED TO PROVIDE A FRAMEWORK FOR THE PROFESSIONAL RELATIONSHIPS AMONG THE COLLEGES AND UNIVERSITIES, EMPLOYING ORGANIZATIONS, AND CANDIDATES INVOLVED IN THE RECRUITMENT OF COLLEGE GRADUATES.

COLLEGES AND UNIVERSITIES

- Career planning and placement practitioners are responsible for establishing and monitoring practices which ensure the fair and accurate representation of students and the institution in the recruitment process.
- Career planning and placement practitioners should promote and follow nondiscriminatory practices.
- The professional services of a career planning and placement office, including all counseling and information aspects, facilities, and support services, should be available to students and organizations without charge when utilized for recruiting purposes.
- The candidate's freedom of choice in the selection of a career or a position should be protected from undue influence by faculty, placement staff, and recruiters.
- Career planning and placement practitioners should inform students of obligations, both financial and otherwise, when utilizing the services of agencies or other organizations performing recruiting services for a fee.

RECRUITING ORGANIZATIONS

- Organizations are responsible for the ethical and legal conduct of their representatives throughout the recruiting process and must assume responsibility for all representations made by authorized representatives.
- Recruiters should be qualified interviewers and informed representatives of their organization and should respect the legal obligations of career planning and placement offices and request only those services and information that legally can be provided.
- Recruiters should honor the policies and procedures of individual institutions and should refrain from any practice that adversely affects the interviewing and decision-making processes.
- Recruiters should make a full and accurate presentation of all relevant information during the recruiting process and should advise the career planning and placement office of all recruiting-related activities not conducted through that office.
- An employment offer that is accepted is a contractual agreement that is expected to be honored.

CANDIDATES

- Candidates should honor the policies and procedures of their institutions and should adequately prepare for the interviewing process and accurately present their qualifications and interests.
- Candidates should sign up for interviews only when seriously considering the position for which the organization is interviewing and should notify the career planning and placement office if they must cancel an interview appointment and the employer if they must cancel a plant/office trip.
- Candidates are responsible for notifying organizations of their acceptance or rejection of offers by the earliest possible time and no later than the time mutually agreed upon.
- Reimbursements for visits at an organization's expense should be only for those reasonable expenditures pertinent to the trip. If other organizations are visited on the same trip, the candidate should inform the organizations and prorate the costs.
- An accepted offer is a contractual agreement that is expected to be honored. After accepting an offer, candidates should withdraw from the interviewing process and notify the career planning and placement office and other organizations with offers pending.

THE COLLEGE PLACEMENT COUNCIL, INC.

The national association for career planning, placement, and recruitment

Exhibit O

PLACEMENT SERVICES
CAREER INFORMATION CENTER

PLACEMENT SERVICES
CAREER INFORMATION CENTER
MICHIGAN STATE UNIVERSITY
6 STUDENT SERVICES BUILDING
EAST LANSING, MI 48824
TELEPHONE: (517)353-6474

THE PLACEMENT SERVICES CAREER INFORMATION CENTER is a centralized reference facility for career planning and job search information. While primarily servicing MSU students and alumni, its resources are available to community residents as well. The Center is designed to meet the career planning and job hunting needs of a wide variety of people ranging from high school career-explorers, to college students choosing a major or seeking their first professional job, to mid-life career changers.

The library contains many **CAREER PUBLICATIONS** and files covering hundreds of career fields. For students facing the dilemma of declaring a major, or choosing a graduate school, current **MSU CURRICULUM INFORMATION** and a nationwide collection of graduate and professional school catalogues are also housed in the Center.

FREE MATERIALS on careers and fields of study at MSU, job hunting strategies, Placement Services, and other MSU resources are available. Complimentary copies of career-oriented publications and the **MSU PLACEMENT MANUAL** (containing campus interviewing schedules and explanation of resources offered by Placement Services) are also provided.

Up-to-date information on **JOB CAMPAIGN TECHNIQUES** is available through numerous publications and audio/videotape programs.

Over 3,200 individual **EMPLOYER FILES** and videotapes provide pertinent information to aid MSU students and alumni actively involved in their job campaigns.

ADDITIONAL RESOURCES CONTAINED IN THE CAREER INFORMATION CENTER THAT CAN MAKE A DISTINCT IMPACT ON YOUR CAREER CHOICE AND FINAL EMPLOYMENT DECISION INCLUDE:

CAREER PLANNING AIDS

DICTIONARY OF OCCUPATIONAL TITLES: focuses on occupational classifications and provides definitions for 20,000 jobs.

OCCUPATIONAL OUTLOOK HANDBOOK: groups occupations and provides individual job descriptions with salary information, supply and demand projections, and requirements for employment.

OCCUPATIONAL BRIEFS: four volumes containing 524 occupational sketches which give job descriptions with salary information, supply and demand projections, and requirements for employment.

OCCUPATIONAL TEMPERAMENT TEST: a tool in determining which occupations align with your personality traits and interests.

COLLEGE MAJOR CARD SORT: an aid in choosing your college major.

FILE OF FACTS: includes the education and training required for employment in specific occupations.

GRADUATE & PROFESSIONAL SCHOOL CATALOGS

GRADUATE SCHOOL TEST PREPARATION GUIDES

PERIODICALS: newspapers and magazines geared toward career planning and success on-the-job.

DIRECTORY OF UNDERGRADUATE INTERNSHIPS, WORK EXPERIENCE PROGRAMS, AND ON-THE-JOB TRAINING OPPORTUNITIES: cites organizations offering career-related work opportunities prior to graduation.

CAREER CHALLENGES & WOMEN AUDIOTAPE SERIES: recordings of actual conference workshops on traits of success, dual career marriages, stress management, resumes, interviewing, etc.

JOB SEARCH AIDS

PLACEMENT SERVICES EMPLOYER DIRECTORY: names and addresses of employers interviewing at MSU (in alphabetical order, geographically, and according to majors requested).

COLLEGE PLACEMENT ANNUAL: directory of employers including the types of positions they customarily offer college graduates.

PLACEMENT SERVICES SALARY REPORT: up-to-date information on starting salaries, organized by major.

PLACEMENT SERVICES FOLLOW-UP REPORT: post-graduation plans of MSU graduates, organized by major.

VIDEOTAPES AND BOOKS ON INTERVIEWING TECHNIQUES AND THE JOB CAMPAIGN

PLACEMENT SERVICES WORKSHOP SCHEDULES: lists workshops on resume writing, interviewing, dress, career planning, etc.

HOW TO GET A JOB IN THE FEDERAL GOVERNMENT

DIRECTORIES

STANDARD & POOR'S REGISTER OF CORPORATIONS: information on employers (listed alphabetically, geographically, and by product).

O'DWYER'S DIRECTORY OF PUBLIC RELATIONS FIRMS

MOODY'S INDUSTRIAL MANUALS: separate volumes covering government, bank and finance, public utility, and international employers.

DUN & BRADSTREET MILLION DOLLAR DIRECTORY: information on employers (listed alphabetically, geographically, and by product).

STATE MANUFACTURING DIRECTORIES

K-12 SCHOOL DIRECTORIES: 51-volume set of contacts and addresses of U.S. public and private schools.

DIRECTORY OF CORPORATE AFFILIATIONS: lists parent companies and their subsidiaries.

PLACES RATED ALMANAC: a comparative study of major U.S. cities providing useful relocation information.

GUIDE TO AMERICAN DIRECTORIES

MSU IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY INSTITUTION

Exhibit O (continued)

PLACEMENT SERVICES
CAREER INFORMATION CENTER

A. **DISTRIBUTION CENTER**
- Free Information
- *MSU Placement Manuals*
- Career Briefs
- Job Campaign Strategy Handouts
- Placement Workshop Schedules
- Employer Applications
- MSU Resources Brochures

B. **CARD CATALOGUE**

C. **CAREER FILES**
- Occupational Information
- Employment-Related Information
- Affirmative Action Information
- MSU Curriculum Information

D. **INFORMATION DESK**
- General Information
- Material & Equipment Signouts
- Directories & Reserve Books
- *Follow-up Report - Employer Directory - Salary Report - Occupational Outlook Handbook*
- Video/Audiotapes

E. **PUBLIC COPY MACHINE**

F. **CAREER PLANNING & LIFE PLANNING & JOB CAMPAIGN BOOKS**

G. **GEOGRAPHIC FILES**

H. **PERIODICALS & NEWSPAPERS**

I. **CAREER INFORMATION ASSISTANT'S DESK**

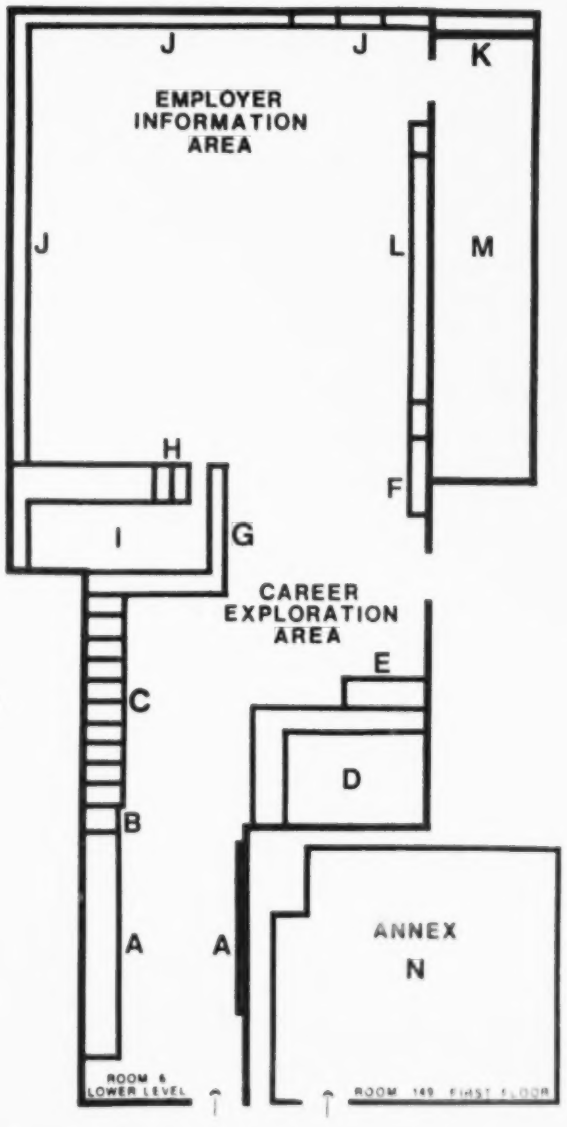
J. **EMPLOYER REFERENCE INFORMATION**
- Business & Industry
- Education
- Government
- Human Services
- International

K. **TELEPHONE DIRECTORIES**

L. **EMPLOYER NOTEBOOKS**

M. **MEDIA ROOM**
- Audio-Visual Resources
- Occupational Temperament Test
- Graduate School Catalogues

N. **CAREER INFORMATION CENTER ANNEX**
- Free Distribution Materials
- Free Employer Information



BUSINESS HOURS
Monday - Friday
8 a.m. - 12 Noon
1:00 p.m. - 5:00 p.m.

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